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DEPARTMENT OF PUBLIC INSTRUCTION

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Superintendent of Public Instruction  
JOHN A. H. KEITH

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## FOREWORD

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The School Laws of Pennsylvania make mandatory the teaching of the history of the United States and Pennsylvania and civics, including loyalty to the State and National Government.

This bulletin presents outlines of subject matter and suggestions to teachers in order that provisions of the Law may be made effective.

Our schools in the final analysis are citizen factories. Boys and girls living their everyday lives discharge citizenship responsibilities in somewhat the same manner as do the adult members of the community. Training in practical living situations, therefore, is as essential as knowledge of the Constitution and the Government.

The material in this bulletin was organized and prepared by J. Lynn Barnard, formerly Director of Social Studies in this Department.

JOHN A. H. KEITH

*Superintendent of Public Instruction.*

Dec. 1, 1927.

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## UNITED STATES HISTORY

# UNITED STATES HISTORY

## SEVENTH YEAR

*Introduction.* The teacher is requested to read carefully the Introduction to the course in Community Civics. The fundamental aims, principles, and methods there enunciated are, in the main, applied to the work in history for the corresponding grades. The aim of both is to train in citizenship; the one through the study of community coöperation and the practice of group activity, the other through a study of the growth of community consciousness and the development of coöperative democracy. In short, history is past civics—civics is present history.

Only in the matter of class activity does the history differ materially from the civics. In the latter the way is open to varied individual and class projects for civic usefulness. In the former the way is not so plain, except in so far as the history is made to serve as a background of modern civic problems, and hence becomes a contributing cause of any civic activity that may result.

Probably the chief contribution that history makes to the social consciousness of the young citizen is to excite the emotions, to arouse interest, to steady the judgment, to discover the like-mindedness that holds mankind together. This contribution comes largely through an intelligent study of the forces that have made for progress through the development of social institutions.

The teacher must not be discouraged at the length of time it takes for the pupils to become historically-civically minded. During the early years of school life the child's interests are mainly in his immediate surroundings. He is thinking rather of the individual than of the group to which that individual belongs. His imagination is strong and vivid. Later he passes into a stage of idealization, of hero worship. But it is not before the seventh grade, the beginning of adolescence, that the child reaches the organization, the "gang spirit" stage where he is ready for consecutive, cause-and-effect history. And even then care must be taken that the history studied shall be full of activity—full of human interest.

With formal *reciting* turned into *telling the story*, and with *dates* properly subordinated to *life*, junior high school history becomes of absorbing interest to the normal boy and girl. Reverse the emphasis and the history is a dreary desert, a desolate waste where the only guide is a more or less retentive memory. Which do we want our history to be?

*Aims of the Course.* Preparation for good citizenship must be the goal of schools supported by public taxation. We prove fitness for community life and service when we willingly and intelligently coöperate in order to solve the problems of our democracy. It is in laying the foundations for this intelligence and in building up this sense of individual and group responsibility that the social studies function in the program of studies.

The complex social and economic problems of our day can not be settled in the classroom by citizens of junior high school age. Yet we must remember that classroom life is a part of the real life of the pupil. Today's actions and ideals are the foundation for tomorrow's reaction. This belief has guided us in the selection and organization of the material presented in this outline for junior high school history and has aided us in the formulation of the following aims:

1. To give the pupil a clear idea of the chief events in the history of the American nation and to train him to use this historical knowledge to interpret present-day conditions.
2. To bring to the attention of the pupil those factors in the industrial and social development of the United States which have brought about existing social, economic, and political problems.
3. To give the pupil an intelligent appreciation of the place in the world which our national community has held from time to time.
4. To give the pupil an appreciation of the importance of leadership in community progress.

These general aims can be realized through the setting up of specific aims for each day's work. The lesson plan is the tool by means of which aim is converted into accomplished fact. Careful planning not only increases the efficiency of each day's work, but also enables the classroom teacher to see the work of each day as an integral part of the whole.

Regardless of what the specific aims may be, the underlying motive in the whole situation comes from the realization that historical instruction is directed toward the development of certain characteristics of good citizenship—civic intelligence, civic attitudes and ideals, and civic habits.

Because of its social content and because it necessitates the working out of social problems with social data, history offers a peculiar field for social practice. Therefore a socialized method of procedure should be followed wherever possible in the realization of each day's aim.

The history class work will assume a variety of forms. Today it may be the telling of the story of a history topic; tomorrow it may be a study lesson, and resemble a laboratory in which teacher and pupil cooperate in solving some definite problem; the day after it may be a sharp quiz; while at another time we may find the teacher scientifically measuring results. In all these, the essential thing is that the class room shall be a work room and not a "recitation" room.

The teacher can not guide unless he knows how to do what he wants the pupil to do. A history teacher should be familiar with methods of study adapted to attacking and solving problems as they are met in the historical field. The student must be carefully guided in the acquisition of the skill necessary for attacking the problems to be solved, and it is the duty of the history teacher to assist the pupil to gain this technique.

The references given under "The point of view" will be found indispensable for the teacher who would become skillful and professionally minded.

# UNITED STATES HISTORY

## Seventh Year

- I. The English colonies in America achieve their independence
  - A. The Colonies before the Revolutionary War
    1. Social and economic conditions in the colonies on the eve of the Revolution
      - a. The means of satisfying fundamental human wants in colonial America
      - b. The means of satisfying fundamental human wants today
    2. Factors hindering colonial unity
      - a. Poor means of transportation and communication
      - b. Economic differences
      - c. Religious and social differences
      - d. Territorial disputes
    3. Factors promoting colonial unity
      - a. Common enemies
      - b. Relations with England
        - (1) Economic
        - (2) Governmental—English government and colonial affairs
    4. Growth of democratic ideals—increase in popular control of government
    5. Grievances of the colonists
      - a. Economic
      - b. Political
      - c. Democracy versus autocracy
    6. Development of idea of independence
      - a. Rights of Englishmen
      - b. Rights of man
    7. Declaration of Independence
      - a. Statement of grievances
      - b. Declaration of common rights and purposes
  - B. The War for Independence
    1. Difficulties confronting the colonists
      - a. Lack of military supplies
      - b. Lack of trained soldiers
      - c. Lack of money

2. Circumstances in favor of the colonists
  - a. Distance from England (soldiers to be transported)
  - b. Frontier character of war area (difficult for foreign troops to hold)
  - c. Unpopularity of England in Europe (leading eventually to help from abroad)
3. Steps in the conflict
  - a. Campaigns in the North
  - b. Campaigns in the South
  - c. Some famous sea fights
  - d. Contrast with recent World War
4. Financing the war
  - a. Continental currency (paper money)
  - b. Robert Morris
  - c. Help from Europe
5. Results of the war
  - a. Independence acknowledged
  - b. Boundaries defined
  - c. Canada remains with England

## II. The New National Community

### A. Establishing a Nation

1. A critical period
  - a. Domestic problems
    - (1) Governmental weakness
    - (2) Conflicts in interests
    - (3) Economic situation
    - (4) Western land and land claims
  - b. Foreign relations
  - c. Recognition of interdependence and of need for stronger government as a means of coöperation
2. The Constitution—a set of rules for securing coöperation in achieving the common purposes of citizens
  - a. Leaders in the constitutional convention
  - b. The Constitution—a heritage
    - (1) The preamble
    - (2) Important features
    - (3) The bill of rights
3. The organization of the new government



## B. Federalist supremacy

### 1. Domestic problems

- a. National credit
- b. The question of the frontiers
- c. The authority of the national government at home
  - (1) Majority rule versus minority desires—excise laws
  - (2) Doctrine of States Rights
    - (a) Alien and Sedition Laws
    - (b) Virginia and Kentucky Resolutions

### 2. Foreign relations

- a. French Revolution
- b. American interests in European struggles—interdependence of nations
- c. American policy of neutrality
- d. Relations with England and France

## C. Republican control

### 1. The election of 1800

- a. Jefferson's simplicity and democratic economy
- b. Internal improvements

### 2. Aggressive diplomacy

- a. The Barbary Wars
- b. The Louisiana purchase
  - (1) Story of the control of Louisiana
  - (2) American need for Louisiana
  - (3) The purchase
  - (4) Political results of the purchase

### 3. Passive diplomacy

- a. Napoleon Bonaparte and new wars in Europe
- b. The commercial situation
- c. Violation of American rights
- d. Embargo and Non-Intercourse Acts (Comparison with situation during the World War)

### 4. The War of 1812

- a. Causes
- b. Meeting problem of war
- c. Local interests versus national interests
- d. Results—beginning of commercial and economic independence

### III. Problems of a Growing National Community

#### A. Internal affairs

##### 1. New industrial conditions

- a. The industrial revolution in England
- b. Cotton and the cotton-gin
- c. Other labor-saving machinery in America
- d. Factories and the factory system
- e. New means of transportation

##### 2. Settlement of the West

- a. New homes and the means of reaching them
- b. Settlers
  - (1) European immigration: causes
  - (2) Immigration from East to West: causes
  - (3) Life of the settlers
    - (a) Economic problems
    - (b) Social problems
    - (c) Political development
    - (d) Comparison with present conditions

##### 3. Economic background of political problems

- a. Free labor versus slave labor
  - (1) Missouri question and its settlement
  - (2) Slavery and expansion toward the southwest
- b. Tariff and internal improvements
  - (1) Henry Clay and the American system
  - (2) The tariff controversy
- c. The bank problem: The panic of 1837 and the United States treasury

##### 4. Progress in democracy

- a. Extension of the suffrage: Influence of the West
- b. New campaign methods
- c. Civil service
- d. Educational advances: the growth of public education
  - (a) Comparison with the revolutionary period
  - (b) Place of Pennsylvania in educational advance
  - (c) The present situation (see civics outline)
  - (d) Comparison with conditions in other nations
- e. Intellectual attainments
  - (1) Development of American literature
  - (2) Newspapers and periodicals



- f. Social reform
  - (1) Rise of the prohibition movement
  - (2) Prison reform
  - (3) Rise of the anti-slavery movement
  - (4) Rise of the labor movement
- g. Religious liberty—separation of Church and State
  - (1) Purposes
  - (2) Relation to other problems of democratic development

## B. Foreign relations

- 1. European and American affairs
  - a. Spain and the purchase of Florida; American claims on Texas and Oregon
  - b. Russian advance in the West
  - c. New republics in the Spanish colonies
  - d. The Monroe Doctrine
    - (1) The Holy Alliance
    - (2) The position of England
    - (3) The extension of the doctrine of neutrality
    - (4) Early application and present status
- 2. American neighbors and American affairs
  - a. Texas and its annexation
  - b. The Oregon question
  - c. Difficulties with Canada
  - d. The Mexican War: causes, results

## C. The problem of expansion

- 1. California and the discovery of gold: (a) Transportation (b) Political control

## D. Division within the United States

- 1. The new territories and the slavery problem
- 2. Comparison of progress in North and South
  - a. Growth in population
  - b. Industrial conditions
  - c. Transportation and communication
  - d. Social conditions
- 3. Sectional differences acute
  - a. The Kansas-Nebraska question; the Republican party
  - b. The Dred Scott Decision
  - c. The election of 1860

4. The secession movement
5. The Civil War
  - a. Lincoln's character and personality  
Public utterances—Gettysburg address
  - b. Resources of the sections
  - c. Financial problems involved
  - d. Foreign relations
  - e. Emancipation
  - f. The military development  
Pennsylvania's part in the Civil War
  - g. The results of the war

#### E. Rebuilding the Nation—Reconstruction

1. Congressional vs. Presidential policy
2. Constitutional adjustments
3. Currency problem
4. The National Community at the end of political reconstruction
  - a. Social conditions
  - b. Industrial conditions
  - c. Comparison with the Revolutionary period and with the present

### IV. The National Community today as compared with the National Community of the Civil War era. A survey of the United States with reference to

#### A. Present territory

#### B. Population

1. Numbers
2. States of the Union
3. Composition—racial elements
4. Growth of cities

#### C. Wealth

1. Present state of development of natural resources in the United States
2. Present state of development of means of transportation and communication
3. Present state of development of the manufacturing industry
4. How business is carried on in the United States
  - a. New conditions demand new types of business organization
  - b. Corporations—trusts

5. Labor as an element in the production of wealth
  - a. Power of organized labor
  - b. Workers as capitalists
    - (1) Individual savings
    - (2) Coöperative control of business
6. Growth of capital
  - a. Savings of the people of the United States
  - b. Use of capital in business
7. Relationship between government and business
  - a. Influence of business in the national government as shown in the establishment of new executive departments
  - b. Governmental regulation and control of business
    - (1) Government finance and American business
      - (a) Control of banking
      - (b) Taxation and business
      - (c) Government expenditures
    - (2) Governmental bodies concerned with business
      - (a) Interstate Commerce Commission
      - (b) Railroad Labor Board
8. Relations of the United States with other nations in business
  - a. Condition of foreign trade
  - b. United States a creditor nation rather than a debtor nation
9. Pennsylvania as a contributor to the wealth of the nation

#### D. Increased democracy in government

1. A new interpretation of the word "democracy"
2. New relations between the individual and his government
  - a. More direct government, less indirect government in national affairs
  - b. Local government
3. Conduct of campaigns and elections
4. Suffrage
5. The civil service
6. New conceptions of the functions of government  
Increased social legislation

## E. International relations

1. United States as a world power
  - a. Our relations with our American neighbors
  - b. Our position in the Pacific and the Far East
  - c. Our relations with Europe
2. Internal aspects of international problems
  - a. Immigration as an international problem
  - b. American capital in foreign fields
  - c. Relation of international problems to American public opinion

## F. Standard of Living

1. Luxuries become necessities
2. Old wants satisfied in new ways,—horses vs. automobiles
3. New wants created
4. Health and sanitation

## G. Education

1. New opportunities
  - a. Common school education for all
  - b. Higher education
  - c. Women and education
2. Increased importance of education

## H. Literary and artistic position

1. American contributions to literature
2. Appreciation of art and music

## I. Religious and moral progress

1. Importance of organized religion
2. New civic consciousness
3. Changed business morality
4. New attitude toward social delinquents
5. National conscience toward international problems—relief work in foreign countries

## V. How our National Community has reached its present position

## A. Our growth in territory

1. Review of the territorial growth of the United States prior to the Civil War
2. Alaska
3. Hawaii
4. Samoan and other Pacific islands
5. The Spanish cessions
  - a. The Spanish-American War
  - b. New possessions and new responsibilities.
    - (1) Our attitude toward the Philippines
    - (2) Our attitude toward Cuba

6. Panama Canal Zone
  - a. Problems of communication
  - b. International relations involved
  - c. American conquest of the tropics
7. Guardianship of the Caribbean
  - a. Relations with Cuba
  - b. United States in Haiti and San Domingo
  - c. Nicaragua canal route
  - d. Acquisition of the Virgin Islands

## B. Our growth in population

1. Increase in population (statistics)
  - a. Race and nativity
  - b. Density
  - c. Urban vs. rural growth
  - d. New problems of the cities
    - (1) Increasing functions of city government
    - (2) Increasing expenditures of city government
    - (3) New attitude toward city government
    - (4) New forms of city government
      - (a) Reasons for changes
      - (b) Advantages and disadvantages of the new plans
      - (c) Government in Pennsylvania cities
2. Immigration
  - a. "Old immigration" vs. "new immigration"
  - b. Causes
  - c. Effects: industrial, social, political
  - d. Contributions of foreign elements to American life
  - e. Restrictions on immigration
  - f. Americanization programs
3. Race problems
  - a. Indian
  - b. Negro
    - (1) Division of opinion among white people
    - (2) Division of opinion among negroes
4. Movements of population within the United States
  - a. Causes
    - (1) Industrial development of the United States; new sources of wealth in the United States
    - (2) Development of transportation; railroads and the changing frontier
    - (3) Public land policy; Homestead Act; reclamation projects
  - b. Influence of the new sections on the old

## C. Our Growth in wealth

## 1. Natural resources

## a. Agricultural growth of the country

- (1) Influence of agricultural inventions
- (2) The New South in agriculture
- (3) The United States Government and agriculture
  - (a) New agricultural products
  - (b) Weather bureau and agriculture
  - (c) Reclamation service
  - (d) Government assistance in eradicating agricultural pests
  - (e) Farm Loan Act
- (4) Growth of agricultural education
- (5) The influence of transportation on the development of agriculture
- (6) The farmer in politics
  - (a) The Grange movement
  - (b) Agricultural and government regulation of means of transportation
  - (c) Populism
  - (d) The problem of silver
  - (e) Non-partisan movement
- (7) Agriculture as a factor in winning the war

## b. Mining

- (1) Oil and gas
  - (a) The discovery of oil
  - (b) The growth of the oil business; Standard Oil Company
  - (c) New oil fields
  - (d) Oil as a factor in modern life  
Transportation  
New industries and petroleum
  - (e) The gas fields of the United States  
Natural gas and development of manufacturing
- (2) Iron
  - (a) Finding new iron fields
  - (b) The age of iron and steel: new methods of manufacturing; new uses of steel products
  - (c) Dependence of industry upon iron and steel



## (3) Coal

- (a) New coal fields
- (b) Coal and the production of power
- (c) By-products of the coal industry

## (4) Gold and silver

- (a) The discovery of new sources of the precious metal; the settlement of the West; the rush to Alaska
- (b) The influence of the precious metal on the financial policy of the United States; status of the currency system of the country at the close of the Civil War; resumption of specie payment. Influence of silver production on governmental policy; The currency problem; gold standard vs. bi-metallism; establishment of the gold standard

## c. Lumbering

- (1) The growth of the lumber industry
- (2) Public land policy and the development of the lumber industry

## d. Conservation of natural resources.

- (1) Recognition of need for conservation; waste of resources
- (2) Government action for conservation; national, state—Pennsylvania
- (3) Growth of state and national parks

## 2. Land transportation

## a. Railroad growth in the United States

- (1) Transcontinental railroad systems  
State and national assistance
- (2) Influence of railroads on the industrial development of the United States
- (3) Government regulation of railroads
  - (a) State public service commission
  - (b) Interstate Commerce Commission
  - (c) Regulation of rates
  - (d) Size of crews and hours of labor
- (4) Government control of railroads as a war measure
- (5) Regulation vs. control as a government policy

- b. The good roads movement
    - (1) The automobile and the demand for better roads
    - (2) Pennsylvania and the good roads movement; historic highways of Pennsylvania
- 3. Water transportation
  - a. Development of our inland waterways
    - (1) Internal improvement and industrial development
    - (2) Internal improvements and political log rolling
  - b. The merchant marine
    - (1) Iron ships and the decline of the merchant marine; American commerce under foreign flags
    - (2) The Great War and a new merchant marine
    - (3) Relation of United States government to a merchant marine
      - (a) Shipping laws
      - (b) Government assistance
      - (c) United States Shipping Board
- 4. Air transportation
  - a. American inventors and air transportation
  - b. Influence of the war on the development of flying
  - c. Commercial use of the new means of transportation
- 5. The growth of the United States postal service
  - a. Rural free delivery
  - b. Postal savings bank
  - c. Parcel post
- 6. Growth of new means of communication
  - a. Invention and development of telephone, telegraph, cable, wireless
  - b. Results of increased facility in communication: social, political, industrial
- 7. New means of rapid transit in cities; civic questions involved
- 8. Growth of manufacturing in the United States
  - a. Influence of the Civil War on manufacturing; war tariffs and protection of American industry
  - b. Growth of American manufacturing
    - (1) Expanding American market for manufactured goods



- (2) American inventions
  - (3) Tariff legislation and protected industries; reciprocity tariff measures
  - (4) Growth of large corporations
  - (5) American manufactures and the growth of foreign trade
- c. The New South in manufacturing; the new industries in the South
- d. Immigration and the labor factor in manufacturing; contributions of the immigrant to the growth of manufacturing
- 9. Business organization in the United States
  - a. Growth of large corporations
    - (1) Advantages of large scale business
    - (2) Dangers of large scale production
  - b. Chain stores, mail order houses, department stores
  - c. Legislation concerning business organization
    - (1) Sherman Anti-Trust Act; good trusts and bad trusts
    - (2) Clayton Act
    - (3) Federal Trade Commission
  - d. Growing power of capital in business control
    - (1) Power of "captains of industry"
    - (2) Contributions to American progress made by men who have developed great industries
  - e. Corporations and government
    - (1) Control of natural resources
    - (2) Control of franchise rights
    - (3) Public contracts
    - (4) Changing public sentiment toward corporate influence in government

#### D. Labor and Capital

- 1. Present economic limitations on the freedom of labor  
Disappearance of public land
- 2. Growth of organized labor
  - a. Knights of Labor
  - b. Labor unions
  - c. American Federation of Labor
- 3. Influence of organized labor
  - a. Increase in social legislation
  - b. Influence on spread of popular education
  - c. Financial power of organized labor; unions as business organizations
  - d. Collective bargaining and conditions in industry

4. Labor struggles
  - a. Strikes and boycotts in American industry
  - b. Employers' weapons in industrial conflicts; use of blacklists
  - c. Industrial arbitration
    - (1) The government as a representative of the public
      - (a) Department of Labor
      - (b) Industrial Relations Commission
      - (c) United States Department of Justice and industrial conflicts
      - (d) Courts of Industrial Relations
    - (2) Growing influence of workers in management of industries; coöperative control
    - (3) Growth of the I. W. W.
      - (a) Responsibility of American industry for the floating labor population
      - (b) Economic inequalities and un-American ideals
  - d. The rise of Socialism; American attitude toward Socialism
  - e. Pennsylvania's labor problems
5. Capital in American industry
  - a. Financing American industry after the Civil War
    - (1) Use of foreign capital
    - (2) Governmental assistance
  - b. The growth of capital; increase in per capita savings
  - c. The World War and American control of American securities
  - d. The thrift movement
6. Government and business
  - a. Growth of new executive departments
  - b. Banking in the United States
    - (1) Establishment of national banks as a Civil War measure
    - (2) Growth of banks
    - (3) The Federal Reserve System
      - (a) Periods of financial stress and panics; industrial development and financial stress
      - (b) Weathering the business reconstruction after World War
  - c. Growth of government expenditures; national, state, local

- d. Taxation and government expenditures
    - (1) Tariff as a means of revenue
    - (2) Use of new forms of revenue
      - (a) Income taxes—amendment of Federal Constitution
      - (b) Luxury taxes
    - (3) The war revenue measures
      - (a) Relation of taxes to business development
      - (b) Tax revision problems
  - e. Development of state and federal control of business; governmental commissions
7. Business relations of the United States and foreign countries
- a. Growth of foreign trade
    - (1) International problems related to commercial expansion
      - (a) "Open door" in China
      - (b) Mandates under the League of Nations
      - (c) International communication and foreign trade
    - (2) Governmental assistance to foreign trade; work of the United States consul and trade representatives
  - b. The Great War and international trade
    - (1) The changing balance of trade
    - (2) American securities settle European debts to United States
    - (3) Influence of condition of foreign exchange on foreign trade
    - (4) American assistance to foreign industry; rehabilitation of foreign industry and industrial development of United States
8. Development of Pennsylvania's industries
- a. Mineral development
  - b. Manufacturing development
  - c. Pennsylvania's contributions to the United States and to the world
    - (1) Federal revenue from Pennsylvania
    - (2) Wealth of Pennsylvania used by rest of world

## E. The progress of democracy

### 1. New ideas of "democracy"

Democracy industrial and social as well as political

### 2. Political democracy

#### a. Civil service reform

(1) Civil service in the national government;  
steps in establishing the merit system

(2) Civil service in state and city government

#### b. Democratic progress in political activity

(1) Suffrage changes

(a) Maintenance of white supremacy in the  
South

(b) Woman suffrage

(2) Constitutional recognition of the progress of  
democracy

(a) Popular election of United States sena-  
tors

(b) Woman suffrage amendment

(3) Changes in the machinery of elections

(a) Australian ballot

(b) Primary elections

(c) Short ballot movement

(d) Parties and conventions

(4) Initiative, referendum, and recall

(5) Progress in local government; new forms of  
city government

#### c. Social activities of government

(1) National government: growth of government  
machinery for social well-being; Children's  
Bureau

(2) State governments: progress of Pennsylvania

## F. International relations

### 1. United States as a world power

#### a. Our relations with North America

(1) Canadian fisheries dispute

(2) The Mexican trouble

(a) Early relations with Mexico

(b) American business men and development  
of Mexican industry

(c) Mexican revolutions

(d) Military activities in Mexican difficulties

(e) The policy of non-intervention

- b. Our relations with South America
  - (1) The A. B. C. countries
  - (2) American business and revolutionary governments
  - (3) Columbia and the Panama dispute
- c. Applications of the Monroe Doctrine
  - (1) The French in Mexico
  - (2) Venezuela
    - (a) Great Britain
    - (b) Germany
  - (3) Influence of the Monroe Doctrine on our relations with Latin-American countries
- d. The Pan-American Union
- e. Our position in the Pacific and the Far East
  - (1) Relation with Japan and China previous to the Civil War; opening of Japan
  - (2) Growth of American trade in the Orient
  - (3) Our attitude toward China
    - (a) The "open-door" policy
    - (b) The Boxer trouble
    - (c) Attitude of the people of the United States toward oriental sections of Versailles treaty
  - (4) American responsibilities in the Orient resulting from the Spanish-American War
- f. Our relations with Europe
  - (1) Growth of movement toward international peace
    - (a) Arbitration treaties—the Alabama affair
    - (b) Recent progress (Roosevelt, Taft, Bryan)
    - (c) America's participation in Peace Conferences
  - (2) American trade relations with Europe
- g. The United States and the World War
  - (1) The outbreak of the War
  - (2) The United States as a neutral nation
    - (a) Relations with the Allies
    - (b) Relations with the Central Powers
  - (3) The United States as a belligerent
    - (1) Raising an army
    - (2) Financing the war
    - (3) Feeding the nations
    - (4) Military activity
    - (5) The treaty of peace—the United States a nation fighting for ideals

## 2. Internal aspects of international problems

- a. International problems and the American public
  - (1) The United States and the ratification of the Treaty of Versailles; League of Nations
  - (2) The aftermath of war
    - (a) Decline of spirit of self-sacrifice
    - (b) Extravagance
    - (c) Problems of the ex-soldier
  - (3) Relations with Russia
  - (4) Problems resulting from the war
    - (a) Cost of living
    - (b) Business depression
    - (c) Currency
    - (d) Taxation
    - (e) Disarmament
  - (5) American help in the recovery of Europe
- b. Immigration as an internal problem
  - (1) The Japanese in our western states
  - (2) New restrictions on immigration: causes
- c. American assistance and the development of foreign resources
  - (1) American skill in foreign fields—Asia, Africa
  - (2) American capital
    - (a) The Chinese Consortium
    - (b) Credit to Europe

## G. Standard of living

## 1. American homes

- a. Improved building
- b. Conveniences in the home
  - (1) Invention of labor-saving devices
  - (2) Applications of electricity

## 2. American cities

- a. Development of health and sanitation in cities
  - (1) Street paving
  - (2) Lighting systems
- b. Transportation in our cities
- c. Work of city planning commissions

## 3. American country life

- a. The passing of isolation; influence of good roads, automobiles, telephones, rural free delivery
- b. City conveniences in the home



4. Influence of inventions on life of people
  - a. The sewing machine and ready-made clothing
  - b. The phonograph and musical appreciation
  - c. The moving picture and the growth of cosmopolitanism
5. Immigration and American standards of living
  - a. Position of women
  - b. Health and sanitation

## H. Education

1. Growth of schools and colleges
  - a. Development of popular education: elementary; secondary
  - b. Growth of higher education: State-supported colleges
  - c. National assistance to education
2. Educational extension
  - a. Development of vocational education
  - b. Growth of extra-mural college education; correspondence schools
  - c. Growth of libraries and community centers
  - d. Chautauquas
  - e. Magazines and newspapers
3. The education of women
  - a. Opportunities for higher education
  - b. Opportunities for professional education

## I. Literary and artistic development

1. Americans as readers
  - a. Growth of the publishing business
  - b. Growth of American newspapers and magazines
  - c. American novelists, poets, short story writers
  - d. Growth in professional literature: history, science, etc.
2. Growth of artistic taste
  - a. Costume designing
  - b. Home decoration
  - c. Industrial art
  - d. Civic art
  - e. American artists
  - f. American music and musical development

## J. Religious and moral progress

1. Growth of American churches
  - a. Work of churches in community service
  - b. Missionary work
2. Growth of civic consciousness
  - a. Growing public opinion in respect to responsibility of public servants
  - b. Development of organizations concerned with promotion of civic welfare, for example, Civic Club, Board of Trade, Chamber of Commerce
3. Growth of new relations in business
4. Development of changed attitude toward social delinquents
  - a. Prison reform
  - b. Provision for juvenile delinquents  
Juvenile courts
5. Our international conscience: American contributions to welfare work the world over
  - a. Work of the Red Cross in foreign fields
  - b. Relief work
6. Use of American fortunes for service to the nation: Carnegie, Rockefeller, Sage, etc.

## K. Matters of pride for Americans

1. Our material progress
  - a. The conquest of territory
  - b. The production of wealth
2. Our contributions to world progress
  - a. Scientific work
  - b. Growth of ideals
3. The leaders in our development



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## COMMUNITY CIVICS



# COMMUNITY CIVICS

## Eighth Year

*Introduction*—Instead of regarding the Civics Course as an addition to the curriculum let us think of it rather as a suggestive outline for the development of the spirit of right citizenship, so necessary in the civic training of the boys and girls.

This civic education is not concerned primarily with subject matter; it is rather a matter of habit, an attitude of mind, and a personal responsibility for right conduct. Training in citizenship, therefore, should impel the child to render concrete and constructive service to his immediate community, to his state, and to his country. He who gives this service gains patriotism, and when the service is shared with his fellows he learns the meaning of democracy.

The aims, principles, and methods of a course in citizenship must, therefore, create in the child a desire for such coöperative service.

### A. Aims

1. To cultivate right civic habits
2. To create high civic ideals
3. To develop, by means of service, a finer patriotism and a larger democracy

### B. Principles

1. All these aims must be constantly present in the mind of the teacher, and the material and method must be adapted to them.

2. The school has a large responsibility for starting the young citizen right in his civic growth. He is developing an habitual attitude of mind toward his civic relations all the time, and should have guidance during the formative years of school life.

3. This guidance should help to interpret the child's present experience and to cultivate his power of judgment, and should lead him to act in accordance with democratic ideals.

4. In the effort to increase children's intelligence in civic matters the teacher is sometimes tempted to begin by giving information which has been carefully prepared for their understanding, but which does not touch their interest because it does not correspond to the psychological stages of the children, is not within their experience, and is not related to the life of the community. Along with the attention paid to civic matters in general, therefore, more attention must be given to the child's mental development and to his experience in his own local community.

5. It must be kept in mind that the child, in process of growth, passes through successive psychological stages, approximately as follows: that of the imagination in Grades I-III; of idealization (hero-worship) in Grades IV—VI; of unification (cause and effect) in Grades VII—IX. And unless our education appeal is so directed as to meet these stages of child development our time will be largely wasted.

6. To create high civic ideals, rules are useless. We should teach those ideals present in the child's experience and associated with his life in the community. The successful cultivation of motives and of ideals depends on the enthusiastic teacher who is able to stand with the children on the plane of their common experience.

7. The Civics Course might be called a "Course in Human Relationships." People, not institutions or things, should be the center of thought. The Course must emphasize the dependence and interdependence of people.

8. Civic traits and habits must be formed in these early years. Through constant practice children must know what is right, they must desire to do it, and they must "learn to do by doing." Therefore, civic virtues—that is training in morals and manners acquired through habit formation—form the basis of work in grades 1, 2, and 3. In the later grades the work must be continued, expanded, and adapted to the greater civic responsibility of the child.

9. In each grade emphasis is to be laid on team work, coöperation, and fair play. From the beginning of their school life children must work and play as members of a group, and they must be led to regard the rights and welfare of others.

10. The instruction is to be based on the child's experience and not on the logical organization of a body of knowledge. The aim should be rather to develop an attitude of mind than to teach unrelated facts.

11. The instruction must be cumulative. To be effective, civic education must begin when the child enters the school and must continue throughout his school life.

12. Civic teaching should not be confined merely to one phase of instruction, but should be a controlling aim of all instruction. The enthusiastic teacher finds opportunity to develop right civic spirit in every subject and in every activity in the school.

13. The children have a natural, live, personal interest in what they are doing. Through this interest character may be cultivated and the power of initiative developed. Thus the child becomes an active, influential member of his group. He forms social ideals which should be both incentive and guide to his action in civic matters.

### C. Methods

In the elementary grades instruction should be by means of games, memory gems, conversations, songs, pictures, stories, and dramatization; and by visits to places of civic interest, followed by class reports of what was seen. In the junior high years class investigations and reports must develop a sense of class responsibility, which shall incite the young citizens to group action and train them in group activity for the common welfare. For concrete illustration of method, various types of lessons are included in the course.

### D. Acknowledgment

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## COMMUNITY CIVICS

### I. The Community Idea

#### A. Our relation with other people

1. Dependence upon one another
2. Necessity of co-operation among people
3. Individual responsibility to prevent failure
4. What a community is—"A group of people living together in a given locality, bound to one another by common interests, and subject to common laws"

#### B. The first community we know

1. The members of the home
2. What the home does for its members
3. How the members should serve the interests of the home

#### C. Other communities closely related to us

1. Examples—school, church, neighborhood, industry, the State
2. How each serves its members
3. Obligation of members toward it
4. How each kind of community serves the others

#### D. How communities grow

1. Beginnings of a pioneer settlement
2. Desires of its members and how they are met
3. Conditions that attract people to a community
  - a. General—business opportunities, schools, etc
  - b. Special—Philadelphia, Pittsburgh, Harrisburg,  
your own town



## E. Political communities

1. Grades—township, borough, city, county, state, nation
2. Why they are needed
3. Things necessary in a political community
  - a. Laws
  - b. Officers
  - c. Constitution

## F. The citizen and his government

1. What is a citizen? What is an alien?
2. Ways by which a person becomes a citizen. Are you one?
3. How a foreigner is naturalized
  - a. Process
  - b. Imparting American ideals
4. The elements of community welfare which the government promotes: health, protection of life and property, education, recreation, convenience, beauty, wealth, care of the unfortunate, right living
5. The place of the citizen in his community
  - a. He is *only* one, but he is *one*
  - b. "One for all, and all for one"
  - c. Knowing what to do
  - d. Doing his part

## II. The Elements of Welfare

## A. Health

1. Why important
2. Factors in good health
3. Pure air
  - a. Ventilation of buildings
  - b. Inspection of tenements and outbuildings
  - c. Prevention of nuisances
  - d. House drainage for rural homes
4. Pure water
  - a. Sources of supply
  - b. Filtration
  - c. Distribution
  - d. Disposal of wastes
5. Pure food
  - a. Sources of supply
  - b. Laws governing sale
  - c. Inspection of slaughter houses, markets, factories

6. Control of disease
  - a. Attitude of people toward disease
  - b. Quarantine regulations
  - c. Care of sick
7. Prevention of disease
  - a. Proper living conditions
  - b. Provisions for exercise and rest
  - c. Medical inspection
  - d. Prohibition laws; liquor; drugs
  - e. Proper working conditions: office, store, factory
  - f. Restrictions on work of women and children
    - (1) Why necessary
    - (2) Provisions of laws
  - g. Keeping the community clean
    - (1) Removal of garbage and rubbish
    - (2) Street cleaning
8. Review of government agencies for promoting health—  
local, state, national
9. How the young citizen may coöperate
  - a. Activities
    - (1) Clean up week
    - (2) Clean street campaign
    - (3) Mosquito and fly campaign
    - (4) Ascertaining of civic facts through committee  
visits to grocery stores, markets, bakeries,  
slaughter houses, creameries
    - (5) Inspection of filtering system
    - (6) Inspection of sewage disposal
    - (7) Inspection of water supply
    - (8) Inspection of garbage disposal
    - (9) Inspection of slums and tenement sections
    - (10) Committees on distribution of health pam-  
phlet material
    - (11) Coöperation with board of health in locating  
unsanitary and unsightly places
    - (12) Maps showing water system, filtering system,  
street conditions (good or poor), charts il-  
lustrating government agencies coöperating  
to secure health
    - (13) Collections of filing cards
    - (14) Photographs showing needed improvements
    - (15) Photographs and pictures showing civic ac-  
tivities: building a sewer; filtering water;  
quarantining a house

- (16) Collections of newspaper clippings pertaining to health
- (17) Visits to local factories for information regarding safeguarding health of employes
- (18) Report on moving picture houses—ventilation

b. Organizations

- (1) Junior Civic Leagues
- (2) Boy Scouts; Girl Scouts
- (3) Camp Fire Girls
- (4) Health Clubs
- (5) Athletic Clubs
- (6) First Aid Clubs
- (7) Health Crusaders
- (8) Junior Red Cross
- (9) Police Patrols
- (10) Blue Birds

B. Protection of life and property

- 1. Importance of security
- 2. Dangers which threaten life and property
- 3. Protection from fire
  - a. Cost of carelessness
  - b. Fire prevention
  - c. Putting out fires
  - d. Fire insurance
- 4. Protection from accident
  - a. Building construction
  - b. Traffic regulations
  - c. Street lighting
  - d. Safeguards for railroad transportation
  - e. Safeguards for water transportation
  - f. Safeguards for workers in mines, factories, stores
- 5. Protection from fraud and dishonesty
  - a. Standards of weights and measures
  - b. Pure food laws
  - c. "Blue sky" laws
  - d. Enforcement of contracts and agreements
- 6. Protection from natural misfortune
  - a. Tree and plant blight
  - b. Insects, vermin, wild animals
  - c. Floods

## 7. Protection from violence

- a. Wrongs against person or property
- b. Riots and disorders
- c. Foreign enemies

## 8. Public agencies to safeguard life and property

- a. Police and fire departments
- b. State officials: administrative officers, militia, constabulary, courts
- c. National Government: Army and Navy, other departments and commissions, courts
- d. International peace movements

## 9. How the young citizen may coöperate

## a. Activities

- (1) Fire drills—visit to fire engine house
- (2) Inspection by pupils of fire risks in school building
- (3) Preventing defacement and destruction of property
- (4) War against tree pests
- (5) Tent caterpillar campaigns
- (6) Making of Health and Safety First posters by art classes
- (7) Observations of violations of laws
- (8) Demonstrations at Parent's Associations of methods of fire prevention and protection
- (9) Use of Fire-hazard Home Inspection Blanks, prepared by State Bureau of Fire Prevention
- (10) Acting as junior traffic police
- (11) Investigations of dishonest methods of weights and measures and of how these are discovered and prevented

## b. Organizations

- (1) Safety First Clubs
- (2) Safety Patrols
- (3) Junior Police
- (4) Fire Prevention and Protection Brigades
- (5) Bird Clubs
- (6) Bands of Mercy
- (7) Junior Civic Leagues

## C. Education

1. Why we need education
2. Public schools
  - a. Why we have them
  - b. How they are organized
  - c. Laws about attendance
  - d. Their support
  - e. Use of school buildings and property
  - f. What should be taught
  - g. Systems in other countries
3. Private institutions of learning
  - a. Advantages and disadvantages
  - b. Schools and academies
  - c. Colleges and universities
  - d. Extension courses, correspondence schools
  - e. Business schools
4. Other educational agencies
  - a. Libraries
  - b. Newspapers and magazines
  - c. Museums, art galleries, pageants
  - d. Churches, theatres, social settlements, Y. M. C. A's
  - e. Educational work in industries
5. Survey of public educational agencies
  - a. Local
  - b. State
    - (1) Department of Public Instruction
    - (2) Normal schools
    - (3) Certification of teachers
    - (4) Aid to universities and colleges
    - (5) Aid to school districts
  - c. National
    - (1) Bureau of Education
    - (2) Aid given to states
    - (3) Whether the National Government should do more
6. How the young citizen may coöperate
  - a. Activities
    - (1) Collections of literature: school catalogs, bulletins
    - (2) Newspaper clippings
    - (3) Maps showing educational centers and school districts

- (4) Pupil teachers
- (5) Student committees
  - (a) To prepare opening exercises
  - (b) Entertainments
  - (c) Special day programs
- (6) Hall assembly entertainments planned by pupils
- (7) Investigations and reports on vocational opportunities in vicinity
- (8) School exhibitions planned and given by pupils
- (9) Visits to meeting of board of school directors
- (10) Student participation under faculty supervision of corridors, playgrounds, lunch rooms
- (11) Coöperation with faculty in other duties of organization and management

b. Organizations

- (1) Library clubs
- (2) Press clubs
- (3) Musical Clubs
- (4) School Orchestras
- (5) Watch-your-speech Clubs
- (6) Language Clubs
- (7) Science Clubs
- (8) Nature Clubs
- (9) Local History Clubs
- (10) Travel and Exploration Clubs
- (11) Reading Clubs
- (12) Discussion Clubs
- (13) Composition Clubs
- (14) Glee Clubs
- (15) Self-government Associations

D. Recreation

1. Importance

- a. What it is
- b. Who needs it
- c. Social value

2. Public Agencies

- a. Playgrounds and their use
- b. Baths, gymnasiums
- c. Parks and their value
- d. National parks
- e. Libraries, museums, public gardens
- f. Services of the schools



### 3. Private Agencies

- a. Means of travel
- b. The "movies"
- c. Theaters, concerts, lectures
- d. Social settlements
- e. Scout organizations, boys' and girls' clubs
- f. Young Men's Christian Associations
- g. Young Women's Christian Associations
- h. Young Men's Hebrew Associations
- i. Knights of Columbus
- j. Lodges
- k. Athletic Associations

### 4. The right use of leisure

- a. What it means to "have a good time"
- b. Harmful amusements
- c. What to do after school
- d. The best kind of vacations

### 5. How the young citizen may coöperate

#### a. Activities

- (1) Community choruses
- (2) Community Christmas tree
- (3) Maps indicating playgrounds and recreation centers
- (4) Collections of pictures illustrating forms of recreation
- (5) Festivals and pageants
- (6) Making programs for socials
- (7) Plans for field days
- (8) Building apparatus for playgrounds

#### b. Organizations

- (1) Athletic clubs: baseball, basketball, tennis, swimming, walking
- (2) Camera clubs
- (3) Social clubs
- (4) Musical clubs
- (5) Science clubs

## E. Community planning

- 1. How certain communities are laid out—Philadelphia, Washington, some rural neighborhood, our own town

2. Essential elements
  - a. Objects: convenience, health, beauty
  - b. Good and bad systems
  - c. Difficulties to overcome
  - d. Civic centers
3. Streets and highways: construction, cleaning, lighting, trees and parkways
4. Problems of location: street railroads, bridges, steam railroads, zoning regulations
5. Keeping the community attractive
  - a. Beautifying of unsightly places
  - b. Care of the houses and lawns
  - c. Appearance of public buildings
  - d. Smoke regulation
  - e. Noise prevention
6. Responsibility
  - a. Public officials
  - b. Public sentiment
  - c. Individual interest and activity
7. How the young citizen may cooperate
  - a. Activities
    - (1) clean-up-week
    - (2) Clean-up-days
    - (3) Keeping of buildings and ground clean
    - (4) Community beautification
    - (5) Arbor Day exercises—planting trees, shrubs, or flowers around schools
    - (6) City planning—make maps of improved city
    - (7) Maps
      - (a) Locating points of civic beauty
      - (b) Showing ideal improvements
      - (c) Locating hindrances to civic beauty
    - (8) Preparation and care of window boxes
    - (9) Outlining of program for improvement of streets
    - (10) Collections of views of buildings, streets, parks, which add to civic beauty
    - (11) Turning vacant lots into flower gardens
    - (12) Planning school house
  - b. Organizations
    - (1) Audubon Societies
    - (2) Junior Civic League

## F. Communication and Transportation

1. Conveniences our forefathers did not know
2. What modern facilities have done and are doing for us
  - a. Convenience
  - b. Unity
  - c. Industrial service
  - d. Importance to the farmer
  - e. Effect on city and suburban life
3. Development of transportation facilities
  - a. Roads and turnpikes
  - b. Sailboats and steamboats
  - c. Railroads: beginning; expansion and improvement
  - d. Street railways and interurban lines
  - e. The automobile
  - f. Travel in the air
  - g. Possibilities of water transportation: harbors, rivers, new canals
4. Means of communication
  - a. Postal service
  - b. Telegraph and telephone
  - c. Wireless
  - d. Agencies for collecting and distributing news
5. Problems of control and administration
  - a. Why control is necessary
  - b. Franchises and their abuse
  - c. Financing public utilities
  - d. Public service commissions and their work
  - e. Idea of government ownership
    - (1) Extent, here and abroad
    - (2) Arguments for and against
6. Responsibility for good service
  - a. Public officials
  - b. Executives and managers
  - c. Employees
  - d. Citizens
7. Movements of the people
  - a. Notable features
  - b. Reasons
  - c. Effects
  - d. Incomers from abroad: purposes; effects; how received
  - e. Whether further migration is desirable

## 8. How the young citizen may coöperate

### a. Activities

- (1) Collections of cartoons and illustrations relating to elements of welfare, from daily papers and magazines
- (2) Visits to and report on work of
  - (a) Telephone exchange
  - (b) Post office
  - (c) Associated Press or newspaper office
- (3) Collections of pictures for slides and filing on communication facilities
- (4) Making of wireless outfit
- (5) Collections of various blanks used in communication (cables, telegrams, money orders) arranged neatly on cardboards for exhibition
- (6) Investigations of materials and methods of local road construction
- (7) Plans illustrating good and poor roads
- (8) Maps showing suggested improvements
- (9) Collections of road materials
- (10) Maps illustrating light systems
- (11) Maps of city indicating railroads entering city, also passenger and freight terminals
- (12) Making of models of good and poor roads
- (13) Observation of violations of traffic laws

## G. Wealth (Getting a Living)

1. Importance: definition; why we want it; public and private wealth
2. Obtaining wealth
  - a. Sources: national resources; labor; forms
  - b. Leading forms of industrial activity
  - c. Community organization to encourage industry
    - (1) Chambers of Commerce, manufacturers' associations, Rotary and Kiwanis clubs
    - (2) Associations of employees, professional men, and manual workers
    - (3) Employment bureaus
    - (4) Granges
    - (5) Farm bureaus
    - (6) Dairymen's leagues
    - (7) Stock breeders' associations
    - (8) Agricultural societies

3. How the government encourages industrial activity
  - a. Experiment stations
  - b. Distributing information
  - c. Tariffs and subsidies
  - d. Protection of travel
  - e. Patents and copyrights
  - f. Protection of workers
  - g. Compensation and pension acts
  - h. Protection of property
  - i. Regulation and corporations
  - j. Limits of governmental power
4. The right use of wealth
  - a. Family budgets
  - b. Means of investment
  - c. Banks
    - (1) Services
    - (2) Relation to government
    - (3) How to use banks
  - d. Conservation of natural resources
5. Responsibility for prosperity
  - a. Public officers who may have some influence in the matter
  - b. The business man and the square deal
  - c. Public sentiment
  - d. The individual and his own income
6. How the young citizen may coöperate
  - a. Activities
    - (1) School banks
    - (2) Making family budgets
    - (3) Collections of
      - (a) Thrift bulletins
      - (b) Reports of local prices, whether the articles are bought or sold in large or small quantities
      - (c) Sample literature issued by insurance companies, employment bureaus, banks, boards of trade
    - (4) Making maps indicating natural resources
  - b. Organizations
    - (1) Thrift clubs
    - (2) Christmas and vacation clubs
    - (3) Garden clubs

- (4) Canning clubs
- (5) Pig and poultry clubs
- (6) School garden armies
- (8) Fruit clubs
- (9) Potato clubs
- (10) Corn clubs

## H. Care of the unfortunate

1. Different classes of people who need help
2. The poor
  - a. Causes of poverty
  - b. Unwise charity
  - c. Private agencies for relief
    - (1) Charitable societies
    - (2) Associated charities
    - (3) Settlement workers
    - (4) Relief funds
  - d. Public agencies for relief
    - (1) City or county departments
    - (2) Institutions
    - (3) Mothers' pension acts
    - (4) Employment bureaus
    - (5) Treatment of tramps
3. The physically afflicted: blind; deaf and dumb; tubercular; epileptic
4. The mentally afflicted: difference between insane and feeble-minded: need of special care
5. Distribution of responsibility
  - a. Public officials
    - (1) Local officers
    - (2) State Department of Public Welfare
    - (3) Assistance and support of institutions
  - b. Citizens
    - (1) Personal obligations
    - (2) Coöperation for effective service
6. How the young citizen may cooperate
  - a. Activities
    - (1) Making toys, garments, and other articles for needy children
    - (2) Entertainments, bazaars, etc., to provide means for relief of unfortunate children
    - (3) School funds for children's hospitals
    - (4) Weekly flower days for homes and hospitals
    - (5) Helping the disabled on public highways



- b. Organizations
  - (1) Bands of Mercy
  - (2) Sewing clubs
  - (3) Junior Red Cross

## I. Right Living

1. Necessity of high moral standards
2. What the government can do to promote them, and what must be done by private agencies
3. The schools and right living
  - a. Standards set by them
  - b. Moral teaching in the school
4. Religious organizations
  - a. Relations between the government and the churches
  - b. Activities of churches
5. Other private agencies for moral betterment
  - a. Young Men's Christian Association
  - b. Young Women's Christian Association
  - c. Young Men's Hebrew Association
  - d. Knights of Columbus
6. Wrong-doers
  - a. Reasons why people go wrong
  - b. How the courts help to assure justice between people
    - (1) Bringing a case before them
    - (2) Trying cases
    - (3) Making settlements
  - c. How the courts deal with law breakers
    - (1) Arrest and prosecution
    - (2) Trial
    - (3) Runaway criminals
  - d. Treatment of convicts
    - (1) Old ideas
    - (2) Modern principles
    - (3) Prisons and reformatories
    - (4) Helping criminals to reform
      - (a) In institutions
      - (b) After release
  - e. Young criminals
    - (1) Reasons for special treatment
    - (2) Methods employed

7. Special and constitutional standards
  - a. Constitutional safeguards for innocent people
  - d. Whether there should be any difference in the treatment of people
  - c. Our rights and limitations toward others
  - d. Our rights and limitations toward the government
8. Survey of public agencies to promote right living
  - a. Courts
    - (1) Purposes
    - (2) Organization; selection of judges
      - (a) Local—justices, burgess, magistrates, county judges
      - (b) State—superior and supreme
      - (c) National—districts, circuit of appeals, supreme
  - b. Executive officials
    - (1) Local—police, constable, sheriff, district attorney
    - (2) State—constabulary, attorney-general, board of pardons, governor
    - (3) National—department of justice, president
9. The responsibility of the citizen
  - a. Knowledge
  - b. Obedience
  - c. Coöperation
  - d. Sympathy and help

### III. How society coöperates through government

#### A. Some American ideals about government

1. Majority rule
  - a. What it is and why we have it
    - (1) Election of captains of teams, officers of societies
    - (2) Advantages of majority rule and evils of minority rule, whether of aristocracy or of proletariat
  - b. Methods of obtaining authority
    - (1) War and violence; evils of this; whether it is ever necessary
    - (2) Ballot—advantages and reasonableness
  - c. Conditions necessary for success
    - (1) What majority rule implies as to minority conduct
    - (2) Abuses which must be guarded against—restriction of free speech, of a free press, etc.

2. Representative government
  - a. Why necessary
 

Discuss plans for picnic or entertainment. What can be decided by general vote; what must be left to committees. At this point, or earlier, classes can be organized to conduct business in parliamentary form
  - b. Landmarks in the history of representative government, with special emphasis on England and the United States
  - c. Relation of political parties to representative government
3. Federal system
  - a. Why we have it (review making of United States Constitution)
  - b. Powers of nation and powers of states
  - c. Making new states
  - d. Government of territories and possessions
4. Division of functions
  - a. The three departments
  - b. Check and balance idea
    - (1) Reasons
    - (2) Whether it can be carried too far
5. Constitutions
  - a. Importance
  - b. Contents of National Constitution
  - c. Process of amendment
  - d. State constitutions
    - (1) General types
    - (2) Pennsylvania
6. Difference from other governments
  - a. English cabinet system
  - b. Advantages and disadvantages
7. Subdivisions of states
  - a. Types of local government—township, county, borough
    - (1) Powers and duties
    - (2) Relation to legislature
    - (3) Proposed reforms
  - b. City government
    - (1) Relation to legislature
    - (2) Classification
    - (3) Special problems
    - (4) Proposed reforms

8. Our relation to other countries
  - a. Ambassadors, ministers, and consuls
  - b. Early policy
  - c. The Monroe Doctrine
  - d. Arbitration
  - e. The League of Nations

B. How our laws are made and enforced

1. Importance of law making
  - a. Distinction between constitutional and ordinary law
  - b. Primary significance of law
2. Origin of laws
  - a. Custom—"unwritten laws"
  - b. Public sentiment; desire of private citizens or organizations
  - c. Recommendations of executives or legislators
3. National law making
  - a. Congress
    - (1) The two houses
    - (2) Qualifications, salary, privileges, obligations
  - b. Steps in passing a bill
  - c. The work of committees
4. Enforcing national laws
  - a. The President's part in government
    - (1) Qualifications
    - (2) Powers and duties
  - b. Administration of laws
    - (1) The cabinet in general
    - (2) Duties of separate departments
    - (3) Special commissions
5. Limitations on the law making power
  - a. The courts and constitutionality
  - b. Powers forbidden by the Constitution
6. Law making in states
  - a. The General Assembly—composition, functions
  - b. Comparison with national law making
7. Administering state laws
  - a. Governor—election, powers
  - b. Other administrative officers
  - c. The courts and state laws
    - (1) Power of state courts
    - (2) Power of national courts

8. Local law making
  - a. City council
  - b. Borough council
  - c. Township officers with legislative powers
  - d. County commissioners
  - e. School boards
9. Administrating local laws
  - a. City: (1) Mayor and cabinet; (2) commission and city manager plans
  - b. Borough: (1) Chief burgess; (2) Borough council
  - c. County: (1) Commissioners; (2) Sheriff; (3) District Attorney
  - d. Township: (1) Commissioners; (2) Supervisors; (3) Assessor; (4) Constable; (5) Tax collector
10. Direct legislation
  - a. Idea of New England town meeting
  - b. Initiative and referendum
  - c. How far possible and desirable
11. Removing unworthy officials
  - a. Removal by appointing officer
  - b. Impeachment
  - c. Recall
  - d. Civil service laws
12. Getting good government
  - a. Can there be too much law making
  - b. Getting good men to serve
  - c. Responsibility of the individual citizen

## C. Elections and Political Parties

1. Meaning and importance of voting
2. Who may vote
3. How voting is done
  - a. Officers in charge and their duties
  - b. Australian ballot system
  - c. Forms of ballots: (1) Pennsylvania; (2) Other states
4. Nominating candidates
  - a. Petition
  - b. Convention
  - c. Direct primaries: method; advantages and disadvantages
5. Election
  - a. Dates
  - b. Officers chosen
  - c. Presidential campaign

6. Political parties
    - a. Why formed
    - b. How managed
    - c. Conduct of campaigns
    - d. Weakness
    - e. Making parties useful
  7. Proposed election reforms
    - a. Short ballot
    - b. Proportional representation
    - c. Non-partisan elections
  8. Responsibility for good government
    - a. Interest of voters
    - b. Parties as agents, not as masters
    - c. Independent thinking
    - d. When elections are really representative
- D. How the Government is supported
1. Expenditures
    - a. Chief objects
    - b. Distribution among national, state, and local governments
  2. Taxes
    - a. Desirable qualities
    - b. Principal forms
    - c. Distribution among national, state, and local governments
    - d. How levied and collected
    - e. Special uses of taxing power
  3. Other sources of revenue: forms; distribution
  4. Loans and debts
    - a. When borrowing money is desirable
    - b. Methods of obtaining it
    - c. Public debts
  5. Public land and property
    - a. Parks, forest reserves
    - b. Land for sale
    - c. Reclamation service
    - d. Public buildings
  6. Proposed reforms in public finance
    - a. Budgets
    - b. Scientific assessment
    - c. Other improvements



7. Support through loyalty
  - a. Oaths of office
  - b. Treason
  - c. Obedience to law
  - d. Defense of law and order
  - e. "Boosting" *vs.* "Knocking"
8. Support through service
  - a. Jury service
  - b. Military service
  - c. Voting
  - d. Study of public problems
  - e. Participation in social activities
9. What the young citizen can do at home and in school
  - a. Activities
    - (1) Making of labor-saving devices for home
    - (2) Plans for improvement of home to save steps and labor
    - (3) Making of playground apparatus
    - (4) Civic scrapbooks
    - (5) Making of books illustrative of life in different sections of our country
    - (6) Charts showing how country and state departments help in securing elements of welfare
    - (7) Exhibitions of work
    - (8) Poster committees
    - (10) Class forums on welfare questions, such as child labor, tenements, city improvements
  - b. Organizations
    - (1) Home economics clubs
    - (2) Knights of King Arthur
    - (3) Junior Red Cross
    - (4) Junior civic leagues

## SUGGESTIONS FOR LESSON PLANS

### Our Relations with Other People

#### Introduction

Dependence upon one another: How we light the schoolroom in the evening. Did we make the light? How many people had a part in making it possible for us to have it? How many things can we do without making use of the service of others?

#### Discussion

Necessity of coöperation: In making the light; playing games; getting the comforts which make life pleasant; making public improvements—streets, sewers, water system; getting others to help us.

#### Communities

Why people live in groups: What a community is; the first community—the home; other communities we soon meet—the school, the church, the neighborhood, industry, the State. What each of these communities does for us; what each of these communities does for other communities

#### Application

No one lives to himself alone; every one is dependent upon thousands of other people, some of whom he will probably never see; pleasant coöperation among people is the only way to get things done well; if I do not do my part, every group to which I belong is worse off.

### Health

#### Introduction

Can a person decide for himself whether he will be sick or well?

Can a community determine its own death rate?

#### Discussion

Why a person wants to be well

Comfort

Efficient work or play

Usefulness to associates

Why a community wants its people to be well

General happiness

More productive industry (except when workers are frequently out through sickness)

Reputation of the community

Cost of sickness—physician, nurse, loss of time, etc.

## Conditions necessary to good health

Pure air  
 Pure water  
 Pure food  
 Exercise  
 Cleanliness  
 Freedom from contagion  
 Rest  
 Freedom from worry  
 Correct posture, whether sitting or standing

## Conclusion

Good health is a prime necessity  
 Some conditions we can provide for ourselves  
 Some conditions the government must help us to get

## Protection of Life and Property

### 1. Aims

Teacher's Aim: To develop an appreciation of the need of organized coöperation in order to lessen the load of safeguarding life and property

Pupil's aim: To find out the dangers to life and property he, as a member of his community is facing, and to determine the best line of action which he as a citizen should follow to lessen those dangers

### 2. Material

The experience of the members of the class; current newspapers; magazine articles; reports of government departments of the local community, the state, the nation; leaflets and bulletins of National Safety Council; statistical material; textbooks in Community Civics

### 3. Method

Class discussions with summaries providing a conscious pooling of information; compilation of the classified experience and information providing a basis for further discussion (may be placed on the board or made otherwise available for common use); special reports on specific topics previously assigned

#### 4. Presentation

##### Approach

Discussion of some serious accident occurring in the community or reported in the newspapers

Kind of accident

Cause

Loss of life and property—value of human life

How it might have been prevented

How the loss attending it might have been lessened

Similar accidents within the pupil's experience or knowledge

Statistics showing the aggregate of losses from similar accidents in local community, state, nation

Danger to life and property

Kind

Accident

In building: houses, schools, public buildings; industrial establishments

In the street: traffic; street dangers other than traffic

In transportation

Land transportation

Water transportation

Air transportation

In industry: the work of the industry; the plant

Fire

Floods

Law breakers

Domestic disorder

Foreign enemies

Natural catastrophes

Causes

Resulting losses

The place of the individual citizen

Coöperation with agencies for prevention

##### Assignment

Gathering material for the next step, the discussion of the agencies for prevention

##### Education

##### Introduction

How long do you expect to attend school?

Why are you attending school now?

## Discussion

Why do we have schools? Assemble all reasons given and then group them

### A. To help people to earn a living

In what occupations are you most interested? What good will education do you in them? What occupations pay best?

Is education needed for them?

### B. To get more and better enjoyment out of life

What do you enjoy which would be impossible for you if you had not been to school?

What pleasures, recreations, or ways of spending leisure time will you enjoy better if you are educated?

### C. To make good citizens

Are good citizens more necessary under a free government than elsewhere?

Does it make any difference to you or to the community if your neighbor is not a good citizen?

Is it worth while for the community to pay for educating people, some of whom have to be forced to go to school? What subjects (or do all of them) that are taught in school help to make you a better citizen?

## Problems for assignment

How much does it cost your community to keep its school going?

How many different grades and kinds of schools are in your public school system? In any other school system that you know?

How many different means of getting education or knowledge can you enumerate, outside of the public schools?

## Recreation

### Introduction

What are you going to do after school today?

What is the use of spending time on recreation?

Do we really need to have a good time?

What is a good time, anyway?

### Kinds of recreation

For grown people

For young people

Harmful recreations

## The community's interest in recreation

Does it make any difference to the community how one spends his spare time? Ought the community to provide means of recreation? What kinds? Which is more desirable, playground supervision or policemen? Facts about municipal theatres in other cities and countries

### For next time

List of all forms or means of recreation which your community taxes itself to provide, classified as "physical" and "mental."

List of all forms or means of recreation which private generosity makes available in your community, similarly classified. Be prepared to describe how many from the second list, if any, ought to be taken over into the first list

## Community Planning

### Introduction

When you go to a theatre or public meeting place do you care whether the place looks attractive?

Why do people paint their houses?

### The benefit of attractiveness to a community

Impression upon visitors

Effect upon the life and ideals of its own people

Money advantages

How our community has already been improved

### For Assignment

Pictures before and after improvements

List of features of one's home which count toward civic beauty

List of features of school building or grounds which count toward civic beauty

(All this is introduction to the study of such community problems as "Streets and their care," "City Planning," and the like)

## Communication

### Introduction

Explanation of working of telegraph, telephone, wireless, preferably by pupil who can do it himself; stories of Morse, Bell, Marconi



## Importance

Extent to which telegraph, telephone, and post office are used in some particular business

When best to use one and when another

How did George Washington get along without them?

Could we do so?

Government and the means of communication

Which of those mentioned are operated by the government and which are not?

Do other countries follow the same policy?

How the government controls private corporations doing this kind of business

Interstate commerce commission

Public service commission

Perhaps arrange for a class discussion on government ownership and operation of telegraphs and telephone

## Transportation—Streets and Roads

### Introduction

Why do we have streets?

Were you ever driving on a muddy road and had your car or team nearly stuck there?

### Paving

Why do we pave our streets?

Kinds of paving used in your neighborhood

Kinds of paving most suitable for particular streets

### Construction

Have you seen a new street laid out? Describe the process

Show samples of paving

Who does this work? Why? Who pays for it?

Who makes repairs? Who pays for them?

Who has the right to tear up the streets? Is it done too much?

Is the paving relaid properly?

### Street lights

Why have them; where located; kinds; who furnishes the light

### Street planning

Map of your community, of Philadelphia, of Pittsburgh—Make comparisons

Merits of different plans—in these communities and others

Who adopts the plan? Who decides when a new street is to be laid out?

How wide streets should be—How steep  
 What systems of names for streets can you mention?  
 Importance of careful planning

### Transportation—Railroads

#### Introduction

How did Washington travel to be inaugurated?  
 How did Harding travel to be inaugurated?  
 How differently would Harding have spent his time between election and inauguration if there had been no railroads

#### Importance to a community

Map showing railway lines in our community  
 By what lines and from places do our coal, meat, flour, etc., come to us? What would happen to us if a bad snowstorm, washout, or strike should tie up these roads for two weeks?  
 What effect if their freight charges were doubled?

#### Control of railroads

Do the managers of those roads live in your community?  
 Do you know them?  
 Why are they in the railroad business?  
 Are they interested in the welfare of your community?  
 How could they harm it or help it? Evil practices of some railroads  
 It is right for the government to control railroads more than it controls carpenters, doctors, newspapers?  
 Agencies to see that the railroads do business fairly  
 Interstate Commerce Commission—why organized, members, work  
 Government operation of railroads during the Great War—reasons; how done; are we likely to go back to it? This leads naturally to a summary and review of all government agencies affecting transportation

### Wealth

#### Spending and Saving

##### Introduction

Why do your fathers and your older brothers and sisters work?  
 What is the good of money?

##### Wise use of money

Spending: Does a good business man simply buy and sell things from day to day without thinking of his business next week or month or year?

Should a family's money be spent on any different principle from a business man's?

A family budget

What it means

Elements entering into it

Proportion for each element

Benefits of careful planning

Why not do the same way with your own personal expense?

Saving: After getting our necessities and other reasonable things, if any money is left over what shall we do with it?

Should everybody try to save something? Why?

Kinds of investment—foolish; safe

Best way to employ small savings

#### Application

Let us resolve to know where our money goes and to plan for saving some of it

Let us insist that our government officials plan and account for the handling of public money. (Is the budget system used in your community?)

Let us use wisely and conserve the national resources of our country and try to make others do the same

### Care of the Unfortunate

#### Introduction

Have you ever been asked to lend or give money to people?

What kinds of people have you helped?

#### How to help wisely

Should you give money to a beggar at your door? On the street?

Reasons why people are poor (Reviewed if previously discussed: tabulated if taken up here for the first time)

What kind of help is most needed in each case in the above list? Do you know, or is any other citizen likely to know, just what help will do the most good in a particular case?

Who is going to find this out?

#### Charitable societies

Why formed (Conclusions from above questions)

Described to the class the work of any that we know

Who keeps them going?

Why is it desirable that one charitable society should know what another is doing?

How this coöperation is brought about (Associated Charities)

**Duty of the individual to cooperate with them**

## How Our Laws Are Made

### Introduction

Would you like to live in a place where there were no laws?  
Why?

### Explanation

What is a law?

Why must we have them (e. g., rules in games)?

A law is, or ought to be, the opinion of the majority as to what  
should or should not be done

### Making a law

Upon what is a law based? (Experience, knowledge, sense of  
justice, judgment of future events, etc.)

Can you propose a law? Who can? If you think a law  
ought to be made, what can you do about it?

Why do laws have to be made by council, legislature, Congress,  
etc.?

Limitation of endless debate

Representatives speaking for the people

### Assignment

Find out who represents your district in Congress—in the  
Legislature—in Council (if you live in a borough or city)

Visit (as a class or by delegate) sessions of council, legislature,  
etc., or arrange for talk to the class by a member

Study an outline of the process of law making

## Political Parties

### Suggestion

Plan the course so that the study of "elections and parties" will  
occur shortly before an actual election is to be held

### Introduction

What do you mean when you say "He is a Republican" or "He is  
a Democrat?" Why is he one or the other? What do people  
do on election day? Why?

### Discussion

Origin of names of present parties

Why they are organized

What any organization can do which its members can not do  
as individuals

How men express their opinions on current issues

Why there is an honest work which party organizations can do

Why party organizations are sometimes harmful

## Questions

Do party names today stand for the same things as when these parties first appeared?

Should a person who votes for a certain party this year feel bound to support it next year?

Are parties necessary in local elections?

Need the same party names be used in local elections as in national elections?

Would people take as much interest in politics if there were no parties?

Is it wise to have only two big parties?

Has popular government ever existed without parties?

How do parties help to voice public opinion?

What value, if any, has independent voting?

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GENERAL SOCIAL SCIENCE

# VOCATIONAL CIVICS

## Ninth Year

### I. Preliminary Statement

The increasing variety of courses and subjects now offered in the high school and other educational institutions, and the increasing specialization in economic life, handicap boys and girls in making intelligent choices both in school and after leaving school. This course is planned to help overcome such handicaps. Where a Guidance program is in operation throughout the seventh, eighth, and ninth years, this course in Vocational Civics should be merged with it.

### II. Aims

#### A. General Aims

1. To furnish to the pupils an interpretation of the school and of life outside and beyond the school, that this may serve as a background for their future choices and activities
2. To help pupils to know their own natural abilities and limitations in order that they may enter a field of work in which they can render maximum service
3. To furnish to pupils an opportunity for discussing the interlocking value of all useful work, and to emphasize the dignity of labor
4. To help boys and girls make a transition from carefree youth to responsible adulthood; to give them the guidance necessary for their own highest self-realization, emphasizing the objectives good health, good citizenship, high character, and worthy use of leisure, as applied specifically to their own lives

#### B. Specific aims

1. To furnish a complete survey of educational opportunities afforded by the school—a study of all the offerings of the school
2. To furnish an understanding of the fields of work that are open to those who finish high school; to make it clear to the pupils just which occupations and professions are closed to those who do not finish high school
3. To help the students to realize that the best time to get a high school education is in early life, and that failure to do so then is likely to result in their never acquiring a complete high school training
4. To help pupils realize that high school education pays, in dollars and cents as well as in happiness and in ability to render service

5. To give information about schools in which pupils may continue their education

6. To give to those who must leave school information concerning vocations which are open to them; to show them the advantages of extension education in its various forms, such as continuation schools, night classes, coöperative part-time classes, short term courses, and the like

7. To create in every high school student an ambition to occupy a useful place in the world.

8. To encourage students to think specifically about their own future work and to make tentative choices

9. To furnish a method of studying vocations and to establish the habit of considering problems of the job before graduation or leaving school

10. To make a survey of typical vocations which comprise the work of the world, for the purpose of establishing a fund of useful information upon which they can draw in making successive choices in school and in life outside the school

### III. General Plan of the Course

Division IV of this syllabus contains an outline of the ground to be covered in the course in Vocational Civics. The course begins with a survey of the school curriculum and subjects of study. The ninth grade boy entering high school wants to know what the offerings of the school are and which he shall choose. If the school which he is attending offers no choice of courses or subjects, it is none the less important for him to know the aims of high school education in general, and of the various subjects in particular.

Connected closely with the question of the boy's choice of studies in the high school is the question of choice of future work. The course accordingly starts with a study of the school and proceeds to a study of occupations.

In taking up the study of vocations the usual grouping followed by the U. S. Census is discarded. In this outline vocations are grouped according to the preparation which they require. This method is followed because the question of the preparation for a vocation is paramount in the minds of high school boys and girls. Furthermore, it is believed that by putting the emphasis on preparation the student's school work may be motivated, to a considerable degree, by ambition and enlightened self-interest.

There are many occupations that cannot be satisfactorily classified by the outline. Teachers should place such vocations where they seem to fit best, remembering that it is more important to study a vocation carefully than to split hairs deciding into which class

it shall fall. If the method of classification used has any value it is to furnish an approach to the study, and to emphasize the need for preparation.

In giving this course teachers may find it to their advantage to use a text-book. However, great care should be taken not to make it simply a text-book course. Teachers should encourage pupils to do field work, as well as research work in the library. Such investigation should be reported back to the class and kept permanently in a file along with other material—pamphlets, clippings, photographs, etc.

If the school owns a motion picture machine it will be found a very valuable aid in giving the course. A good way to begin the study of a vocation or a related group of vocations is to have the class visualize the processes through motion pictures.

In every community there are well qualified men and women who will be glad to accept an invitation to come to the school to tell the students about their own vocations. Care must be exercised to have speakers stick to their subjects. Students and teachers in a subsequent class period should check up the statements of speakers. Some men will make statements which they believe to be true but which are not entirely borne out by the facts.

Visits to workers in many different vocations is another excellent way of gathering information about vocations.

#### IV. The Course in Vocational Civics

*Topic 1. Why go to high school.* This is an introduction, in a general way, to the opportunities afforded by a high school education.

*Topic 2. Learning about ninth year subjects.* What are they? Why are they in the course? Which are required of all? Why? Which are elective? Why?

##### Required Subjects

English  
Social Studies  
Mathematics  
General Science  
Physical Training

##### Elective Subjects

Foreign Languages  
Drawing  
Music  
Practical Arts

*Topic 3. Learning about tenth, eleventh, and twelfth grade subjects.* What are they? Why are they in the course? Which are required? Why? Which elective? Why?

## Elective Subjects

Biology	Bookkeeping	Mechanical Draw-
Physics	Geometry	ing
Chemistry	Trigonometry	Trade Course
Shorthand	Cooking	Music
Typewriting	Sewing	Art
	Millinery	

*Topic 4. Arranging our schedule.* What are the courses offered? What are required subjects in each course? Electives? To what fields of work does each course lead? Making our program with a plan for the future in mind.

*Topic 5. Student Activities.* What are they? What useful purposes do they serve? Does student participation in any of these activities have any vocational significance?

Athletics	Student Government Organiza-
Dramatics	tions
Debating	Civic Leagues
Glee Club	Bird Club
Orchestra	Radio Club
Publication	Kodak Club
Literary Club	Hiking Club

*Topic 6. Education after high school graduation—four year courses.* Does the vocation I have chosen demand a college or technical school education? Shall I need a degree? (Brief study of degrees.) If not a requisite, will college or technical training be helpful in this vocation? Under what conditions will it not be worth while to go to college? What are the different types of higher institutions—University, Liberal Arts College, Technical School?

*Topic 7. Education after high school graduation—courses shorter than four years.* What are the schools offering—three year, two year, one year, and shorter courses as training for specialized lines of work? Describe type schools of various kinds, giving courses, tuition, and positions to which they lead. Normal and other training schools.

*Topic 8. A study of the kinds of schools open to the young wage earner.* Courses, benefits from attendance. Opportunities for continued education: evening schools, coöperative part-time courses, short unit courses, continuation schools, corporation schools.

*Note:—*Topics 9-14 attempt to classify occupations on seven different levels. This classification has been followed for the purpose of



emphasizing preparation not only for success in the vocation itself, but also for the highest service that may be rendered the community by a citizen who is following the given occupation.

Many teachers will doubtless prefer to start with a vocation in which the class is vitally interested, and to proceed with a study as the interests of the class dictate, rather than to follow this somewhat arbitrary grouping. Whatever method is followed, many more occupations should be studied than those listed.

*Topic 9.* Persons who aspire to work in vocations such as the following will find it to their disadvantage if they fail to *secure a college education and, in addition, special training*: Medicine; Law; Ministry; College Professorship.

*Topic 10.* Persons who aspire to work in vocations such as the following will find it to their disadvantage if they fail to *secure a college education or the equivalent*: Engineering; Dentistry; Dietetics; High School Teaching.

*Topic 11.* Persons who aspire to work in vocations such as the following will find it to their advantage if they fail to *secure a high school education or the equivalent*: Business; Nursing; Elementary School Teaching; Banking.

*Topic 12.* Persons who aspire to work in vocations such as the following must have *unusual special talent and much special training*; high school or even college education is highly desirable here, but success depends much more on special talent and special training than on general education: Actor; Sculptor; Artist; Musician.

*Topic 13.* Persons who aspire to work in vocations such as the following will need training of the kind given "on the job"; sometimes training of this kind may be acquired in schools: Machinist; Telegrapher; Dressmaker; Milliner.

In this connection a study of apprenticeship should be made. It should include: definition; advantages; disadvantages; status in certain large corporations and in scattered trades such as the building or printing trades.

*Topic 14.* Persons may work in the following vocations with *little or no preliminary training*; there are many of these vocations and the people working in them render much service to the world; these vocations must not be considered unimportant; Domestic Service; Cashier (in a store or restaurant); Janitor; Chauffeur.

*Topic 15.* *Personal characteristics that make for success in any vocation*; a study of how these qualities aid in the vocations: (1) Health, (2) Honesty, (3) Coöperation, (4) Love of the work.

*Topic 16. How a student may test out his abilities:* (1) By trying out different courses; (2) by out-of-school employment; (3) through student organizations; (4) through leisure activities—hobbies, reading, recreation, church work.

*Topic 17. Applying for a job.* How to make application for a position—to include personal application as well as application by letter.

## V. Type Lessons

### A. Why go to high school

1. *The Approach.* Shall I go to high school? This is a question that comes into the minds of boys and girls many times before they can be admitted to a high school. Many make up their minds to go long before they are ready to enter. Some hesitate, some even enter to give the thing a trial with the intention of withdrawing if they do not like it or if they are successful in finding employment. There are, no doubt, several in every class who are somewhat doubtful about the value of a high school education.

One of the first questions that come to our minds when we are about to do a new thing is, "Are other people doing it?" Let us see. There are now nearly 2,000,000 boys and girls going to the day high schools of the United States and several hundred thousand more attending night high schools. These students are taught by at least 100,000 teachers at a total yearly cost of more than \$100,000,000. In addition, millions of dollars are spent annually on the erection and up-keep of high school buildings.

If we may judge by the money spent in support of high schools, or by the number of people attending them, it would seem very clear that getting a high school education is a matter of great importance to all boys and girls.

2. *Organization for investigating the value of a high school education.* Committee One—to be composed of members of the class who have a parent, brother, sister, or intimate acquaintance who has passed through high school. This committee should report to the class what these people feel that high school education did for them.

*Research work.* A sample list of research questions, which may be considerably extended, is given here.

### Research questions

- a. Has high school education added to your earning capacity?
- b. Has it made it possible for you to enter an occupation you otherwise could not have entered?

- c. Has it added to your enjoyment?
- d. Has it added to your list of friends?
- e. Has it helped you in understanding the problems of your town, state, and nation?

Committee Two—to be composed of students who do not have friends or relatives whom they can interview.

This committee should seek similar information to that which Committee One seeks, but should interview teachers, doctors, ministers, or others who know something about high school education.

Committee Three—How much does the school board in your district spend on the education of each boy and girl attending high school?

How much has your town invested in high school buildings and equipment?

Do you know of a town or township of any size that does not maintain a high school?

Why do many states require districts not maintaining high schools to pay the tuition of their pupils in neighboring high schools?

How many pupils from outside your district are there in your high school? How much money do they pay to your school district for their tuition?

After the investigations have been made, committees should have a meeting before the report is made to the class and agree on persons to give the various sections of the report. The full report of the committee should be submitted in writing and filed as part of the material of instruction available for future classes. Care should be taken to interview people who have had high school education. Those who have been through a high school doubtless know much more about it than those who have not.

After all committees have reported in full on their investigations a day should be spent in studying pamphlets on high school education. These may be collected at small cost (see bibliography).

### Questions for General Discussion

- a. Does it seem to you as though a majority of the citizens of the United States believe in high school education?
- b. In European countries high school education is not free as in the United States. Do you think the United States is making a mistake by giving it free to boys and girls when it is causing a heavy expense in taxes on persons who own property, some of whom may have no children of their own? Give reasons for your answer.
- c. Do you think there are boys and girls who should not go to high school? This question should be discussed with much care.

The class may take a vote on each of the above questions. Teachers will of course allow the class president to preside when formal action is to be taken.

## B. Engineering

1. *The Approach.* The importance of engineering might be presented to the class somewhat as follows:

A street flanked with office buildings is lowered twenty feet in Pittsburgh. The Mississippi is dammed at Keokuk, Iowa, and St. Louis 135 miles distant is supplied with light and power. Irrigation dams are placed across rivers and the deserts made to blossom; floods are controlled, and in place of damage, cities are lighted and the wheels of industry turned; automobiles constructed of light yet strong materials are driven with speed and safety by ordinary men and women over smooth, well-graded roads and over strong yet beautiful bridges; tunnels are bored through mountains and under rivers by beginning work at both ends at the same time. Steam and electric railways open up all parts of our vast country and ships propelled by machinery make people of other continents our neighbors. We speak to our friends by telephone across the continent with the same ease as across the back fence, and events in London are known to us by cable or wireless seemingly five hours before they happen.

The design and operation of the instruments that make these wonders possible are the work of the engineer. Not only is the work of the engineers in the heavens above, the earth beneath, and the waters under the earth, but in the earth under the waters.

Each new development of engineering means more knowledge on which to base even greater future achievements for the benefit of mankind. Would you like to have a leading part in these achievements?

Follow this Approach with a discussion to find out how much the class knows about different kinds of engineering, whether there are engineers living in the community who may contribute information, other vocations closely allied to engineering, schools where it can be studied, etc.

2. *Committee reports.* Committees to report on the following:

- a. Lives of prominent engineers—Goethals, Eads, De Lesseps, Bessemer
- b. Opportunities for employment, compensation, advancement, service, leisure
- c. Qualities and abilities needed



d. Preparation—general and technical

Consult practicing engineers, encyclopedias, scientific books and periodicals. Consult catalogs of engineering schools to learn the entrance requirements and the courses offered, the cost of tuition and living, the chances for self-help and for scholarships.

## C. Nursing

Of all the professions that make an appeal to the humanity loving instinct of young people, none is stronger than that of the nurse. Since the heroic work begun by Florence Nightingale has been carried to the uttermost parts of the world, the nurse in her white uniform and cap is the symbol of sympathy and devotion.

1. *The Approach.* There are so many opportunities opened for the nurse in these days that it is hard to get a picture of her that will cover all the fields. In general, twenty-five years ago we would have said that her work was to care for the sick, but today the work that she does in preventing sickness is just as important as the relief of those suffering from disease. Sometimes she works in the home as the caretaker and administrator of the doctor's orders; at other times she performs the same service in a hospital. She may be the instructor or the principal in a school of nursing, or the superintendent of a hospital. She may be in charge of an operating room or of some division of the hospital. The new demand for public health has called her as a visiting nurse of a community, as a school nurse, as a nurse in an industrial plant, as a dispensary nurse, as a social settlement nurse, as a laboratory technician, or as a sanitary inspector. Assign to individual members of the class one of the special branches of nursing for investigation. Suggest the names of places where they can write for information.

2. *Working conditions.* The environment of the modern hospital—the shorter hours of duty, vacations of at least a month with salary, the good food and pleasant rooms provided, and the regulation of work—makes a hospital position very desirable. In private homes the nurse is given the highest consideration and is surrounded with the best conditions that the home can provide. The length of her day in this field of work has been shortened by an enlightened public opinion, that has made people who employ nurses realize that she must have definite hours off duty in order to render her best service. In positions in connection with public health nursing the work day is about eight hours and the salary enough for her to live very much as she chooses.

3. *Opportunity afforded the worker for service.* It is only necessary to study the lives of some of the noble women who have relieved suffering humanity to realize the great opportunity for service offered in this profession. Assign to some members of the class: Florence Nightingale, Clara Barton, Edith Cavell, Maud Delano. These may be secured at any public library or through the Red Cross, Washington, D. C.

No doubt some of the class will know of someone who is a nurse, and will have heard tell of some deed of service from her experience, which could be related to the class. Not only the war, but the influenza epidemics, the flood and fire disasters, and the everyday work-a-day world bear witness to the noble service performed by countless numbers of women nurses.

4. *Opportunities for employment.* There was never a time in the history of the world when the demand for nurses was greater. The field is a decidedly growing one. The avenues for her service have enlarged so that the demand in numbers is much greater than it formerly was. No first class nurse at present is idle because her profession is overcrowded. She has the whole world for her field, for in addition to the opportunities in her own country every mission field in the Orient and the stricken countries of Europe are calling for her service. According to the statistics gathered by the Public Health Service in 1920 there was a shortage of 55,000 trained nurses in America alone.

5. *Opportunities for adequate compensation.* The nurse's salary is larger at the beginning than that of any other profession or business. The nurse leaves training school in a fair way to make \$35 a week and her living expenses. By taking a postgraduate course she can become a public health nurse at a salary of \$125 or \$150 a month. In the country district such a nurse gets, in addition, the use of a car maintained by the local Red Cross chapter of the Civic Welfare League. She becomes a real factor in the community, helping to bring about better health laws. X-ray and radium workers who are experts make as high as \$400 a month. Superintendents of nurses get from \$2,500 to \$5,000 a year. In the army, nurses who rank as officers receive a graduated pay according to their rank.

6. *Qualities necessary for success.* In few callings has the character of the individual as much to do with success or failure as in the profession of nursing. She must live a life of good habits, guided by high moral standards. She must develop common sense, good manners, sympathy, tact, and unselfishness. She must be patient and yet masterful, for sick people are often irritable and unreasonable. She must have some aptitude for study, for courses of study



are given by various members of the hospital staff. She must be willing to obey orders, for she is always responsible to the doctor. She must be neat and clean, and it is most necessary that she cultivate a systematic and quiet way of performing the required duties. It is well that she be cheerful and interested in other affairs besides nursing. A patient's mind needs to be called away from self and stimulated by a cheerful atmosphere.

7. *How best to prepare for and get into the work.* The minimum requirement is a grammar school course or its equivalent. The better hospitals require at least one year of high school work. But it is desirable to complete a high school course and a college course before entering this training. The superior mental training not only makes the hospital course easier and more interesting, but, other things being equal, fits the educated woman to fill the more important positions which will be open to her after graduation. Some hospitals of the present time have arranged with universities near where they are situated to allow pupils to pursue courses at the time of their training which will qualify toward a degree from that university.

The course in the hospitals is from two and a half to three years. During training, maintenance, uniforms, and books are provided and, in addition, an allowance for current expenses. During her time of training she attends to specified duties, which during recent years, with the greater demand for nurses, have been made less burdened with work that can be done by orderlies and maids. She cares for the patients in all the departments of the hospital, under the supervision of the superior nurses, and pursues courses of study given by the doctors of the staff and by the superintendent. The studies consist of dietetics, materia medica, anatomy, physiology, bacteriology, and chemistry. Great care should be exercised in selecting the hospital, and she should choose for her training one that provides

- a. Thorough and sound instruction
- b. Adequate care for her comfort and character during training
- c. Sufficient materials to learn from
- d. Cases varied enough in type to give general training
- e. Reasonable hours and sufficient vacation

Here we have presented a profession which is almost entirely free from the competition of men. Here is opportunity for the educated woman as well as for those who cannot give so much time to the arts and sciences. Here is compensation not to be measured alone in dollars and cents, but compensation that results in the development of the very best qualities in every woman. Here is the opportunity to join the procession of those who feel that living for others makes of life a gift divine.

## D. Retail Selling

1. *The Approach.* The following or similar material should be presented to the class in such manner as will best arouse interest and lead the pupils to see that selling goods is far more than merely standing behind the counter.

It is somewhat surprising that so little scientific attention has been given to the retail business in the past. Agriculture has become almost an exact science and the engineer and economist have advanced mining, manufacturing, and transportation to well defined standards. But the retail business, which now employs the time and energy of nearly a million people in this country alone, has been passed over in the standard works on economics with but brief mention. In a similar way, the art of selling and other arts of the retail business have until recently received but little attention from writers.

The attitude of the management toward the hundreds of workers employed in a store is seldom, nowadays, that of the hard task-master, Coöperation rather than compulsion is the guiding principle in the conduct of a department store, which is in reality a social center, a small world, in which lessons of fundamental importance may be learned. Young people who plan to undertake store work should endeavor to see and to appreciate from the first not simply the commercial possibilities in their positions but also the human opportunity so abundantly present in their relations with customers and fellow workers. Nowhere will be found a more fruitful field for the study of human nature; nowhere will a spirit of helpfulness, an attitude of gracious dignity yield more satisfying returns.

For a department store is a big economic organization, controlled in a great majority of cases by men of integrity and high purpose and ministering in a most vital way to the needs of the people.

Let the class find facts concerning this interesting occupation. The class may be divided into groups, with a chairman for each group.

For reports on the topics Work Done, Opportunities, Advantages and Disadvantages, and Preparation, those pupils should be chosen who are interested in this particular vocation or who are most likely to have to take it up as a ready means of earning money.

In the use of references for the preparation of assignments pupils should be encouraged to get as much first hand information as possible.

### 2. *Work done.*

#### a. The silent salesman—Advertisement

References: Norton, Retail Selling, pp. 178-181, Ginn;  
Nystrom, Retail Selling and Store Management,  
pp. 10 ff., Appleton

- b. The real salesman—Men and Women

References: Norton, pp. 181-184; Nystrom, Chapter II

3. *Opportunities.*

References: Giles, Vocational Civics, pp. 130-134, Macmillan; Gowin and Wheatley, Occupations, pp. 15-17; pp. 69-72, Ginn; opportunities in your local stores

4. *Advantages and disadvantages.*

- a. Service to humanity
- b. Chance to learn
- c. Ease of entrance
- d. Demand for workers
- e. Steady work
- f. Growing importance of vocation
- g. Interesting work
- h. Promotions
- i. Friends and associates
- j. Hours
- k. Vacations
- l. Good living conditions
- m. Healthful work
- n. Moral and ethical conditions
- o. Energizing work

5. *Qualifications*

- a. Ability to get along with people
- b. Ability to follow directions
- c. Ability to lead other people
- d. Ability to use good English
- e. Cheerfulness
- f. Common sense; good judgment
- g. Courtesy
- h. Ideals of honesty
- i. Ideals of service and usefulness
- j. Initiative; resourcefulness
- k. Mechanical skill
- l. Orderliness; system; neatness
- m. Perseverance; industry
- n. Physical strength, health, and vigor
- o. Promptness; punctuality
- p. Responsibility; trustworthiness

6. *Working conditions.*

- a. How educated workers improve working conditions
- b. Effect on the worker—physical, social, civic, recreational, mental, moral

### 7. *Income.*

- a. Yearly—under usual conditions
- b. In the beginning and as one obtains further experience
- c. Method of payment
- d. Whether the worker receives enough pay to maintain an American standard of living

### 8. *Biography.*

- a. Alexander T. Stewart
- b. Marshall Field
- c. John Wanamaker

(These can usually be obtained in the public library)

## VI. Suggestions for a Class Visiting the Actual Workers in Any Vocation

In connection with a course in Vocational Civics well organized visits to places where people are engaged in the actual work of the world are necessary if the pupils are to visualize the processes and appreciate the human element upon which all industry and commerce depend.

In planning such visits a teacher must have a very definite object in view which must be explained to the class. The visits are necessarily determined by the opportunities which the community affords. If the field is broad the planning should eliminate those places in which there is the least interest for the pupils and where there might be a repetition of conditions and processes previously observed by the group. If the pupils are likely to go to neighboring cities for employment an opportunity for a visit to those cities should be provided; attention should be concentrated on the observation of typical industries. Best results are obtained if visits are made at the time when the particular occupation is being studied in class.

Manufacturing and business houses are likely to be coöperative when the objective in such visits is made clear. The next task, then, after the selection of the place to go is the influential person in the industry to be visited. The superintendent of schools, the principal, or a member of the board of education may be helpful in arranging the visits. It is best to limit the size of the group in order that all may have the opportunity of hearing the explanations by the guides or of conversing with the workmen as the trip progresses.

Careful instruction must be given on the points to be observed and also on the proper decorum during such a visit. The pupils must be impressed that the primary reason is one of instruction and not a chance for a "lark." When men of affairs are interested enough to make possible for girls and boys opportunities for obser-



vation and study before the necessity of choosing a life work arrives, it must be met with an attitude of seriousness of purpose on their part.

The following rules of conduct should be laid down:

1. Follow your leader, who will depend upon the instructions given by the representative of the industry
2. Avoid talking, laughing, and fooling
3. Do not linger behind to talk with workers unless permission has been given
4. Avoid touching or handling tools, machines, or products
5. If lost, go to the main office and ask for someone to help you find your group

The instructions for observation vary according to the places visited; but some general ones may here be given:

1. Notice what the workers are doing
2. Notice what work requires mental effort
3. Notice what work requires skill
4. If you have the opportunity, inquire what preparation or training is necessary
5. Observe the conditions in the factory or office as to
  - a. Ventilation
  - b. Lighting
  - c. Noise
  - d. Sanitation
  - e. Hazards

## VII. Outline for detailed investigation of a vocation

Note: This outline is to guide and stimulate the pupil who is making an intensive study of a vocation in which he or she is particularly interested.

*What a boy or girl should know about a vocation before making even a tentative choice of it*

### A. Description of Work and Working Conditions

1. What the worker does: Give a careful description of the actual work performed, the equipment or tools employed, and state whether the work is largely manual or mental. If the vocation is one that is subdivided into two or three specialized vocations give the name of each subdivision, state what part of the work is common to all and show clearly how each division differs from the others. Give special attention to the branch in which you are most interested.

2. Working conditions: Give a careful description of working conditions, covering such points as working day; working week; overtime; space; ventilation; lighting; temperature; kind of meals and time allowed for meals; dangers from machinery; dust, or gases; wash and rest rooms; moral conditions; whether or not the work is stimulating or deadening. Are there laws to safeguard workers? Are they enforced?

B. Opportunities afforded the worker in this vocation

1. For service

- a. Just how is this work related to the work of other people?
- b. In what way is society benefited by this work? Is the work peculiarly adapted to the betterment of society?
- c. Is the work necessary to society or does it help satisfy a want that is not an absolute necessity? Why?

2. For adequate compensation

- a. Is there any compensation in the form of honor or standing in the community, satisfaction in the performance of useful work, making agreeable friends and acquaintances, pleasant living conditions, comfortable clothing, etc.
- b. Money compensation
  - (1) The pay for a beginner
  - (2) The normal rate of gain in wages
  - (3) The average per week and per year for skilled workers
  - (4) Time or piece work
  - (5) Period of payment
  - (6) Regularity of payment
  - (7) Competition with cheap labor
  - (8) Occupation seasonal
  - (9) Employer's or union wage schedule
  - (10) A profit sharing plan; company houses or stores; voice in management; pensions: bonuses or gifts



## 3. For advancement

- a. Can the worker advance to greater service and better pay in this vocation or some branch of the vocation?
- b. Will this vocation offer preliminary training for advancement into another vocation?
- c. What types of training can be pursued while on the job, such as evening schools, part-time schools, etc?
- d. Do many of the workers leave during the first year?
- e. What part of the workers remain at least five or six years?

## 4. For leisure activities (social and civic)

- a. Are there social, professional, beneficial, or co-operative societies or unions?
- b. Is there a vacation period? What length? With or without pay?
- c. What social relation does the worker have to the community?
- d. Is there time, place, or adequate income for recreation, enjoyment, home life, and participation in social and civic activities?
- e. Is the worker restrained by the employer from taking an active part in civic affairs? Why?

## 5. For employment

- a. Approximate number engaged in this community with place of employment
- b. Approximate number of former students of this school who have chosen this vocation—their present degree of success or failure
- c. Percentage of people in the United States engaged in this occupation (see U. S. Census, Bulletin on Occupations)
- d. Is the vocation overcrowded?
- e. Is it a growing or a diminishing field? Consult U. S. Census for thirty years and see if the vocation has decreased or increased faster than the general population. Prepare a graph.
- f. Is the vocation likely to change on account of inventions or of a change in public taste?
- g. Are there many people preparing for this vocation?

- h. What would be the best age to enter this vocation? Why?
- i. Are there legal limitations? What are they?
- j. Is there likely to be need for workers in this vocation when you are ready to enter it? Why?

C. Boy or girl qualities and abilities necessary for success

Must workers in this vocation be courteous, kind, honest, reliable, attentive, tactful, orderly, punctual, rapid, original, adaptable, accurate, decisive, cheerful, religious, ambitious, daring, strong, healthy, vigorous? Must they have power of concentration, the ability to coöperate, and a good memory? Which of these qualities can be acquired and in what way? In what ways in your school or home life can you test yourself for these qualities?

D. Preparation and placement—How best to prepare for work and get it

1. Schooling

- a. What courses should you take in this school?
- b. Is special or vocational education such as that obtained at college, university, or vocational schools necessary or desirable? If so, where can you best get this education? How long would it take? How much would it cost? What entrance requirements, if any, would you have to meet?

2. Other means of preparation

- a. Is there an apprentice system? If so, how long would it take? How much would it cost? What entrance requirements, if any, would you have to meet?
- b. What other ways are there for getting into this vocation without special training in schools? Are these ways satisfactory? Why?
- c. Can training for the vocation be secured while on the job? Through the employer? Other sources?
- d. Do employers want trained workers? Are they willing to take untrained workers?
- e. What vocations have served as stepping stones to this vocation?

### E. Accomplishments and opinions of other people

1. Biography: It is worth while to get biographies of workers in this vocation when possible, either the written ones of prominent people or the life story of some one you know. In writing this biography names of friends need not be mentioned, and the facts selected should bear upon the occupational career of the worker.
2. Comments: Comments upon this vocation should be secured from as many people as possible, especially from workers in the vocation.

### F. Summary

1. Advantages: Select from all the facts you have about this vocation all those that appear to you as advantages, and be able to justify your decision.
2. Disadvantages: Select these as you did the advantages.

## VIII. Outline for the Use of Motion Pictures in Vocational Civics

While the picture is being shown have pupils take notes on the following points

### A. Names of occupations seen and what work each includes

### B. Working conditions, such as

1. Light
  - a. Natural or artificial
  - b. Window space
  - c. Is picture dark, showing inadequate light
  - d. Is work such as to require good light
  - e. For desk work does light fall over left shoulder if natural, or directly over work if artificial
2. Air
  - a. Smoke, dust, or gases visible
  - b. Flying particles visible
  - c. Suction fans and other ventilation devices in use
3. Temperature, shown by
  - a. Dress of workers
  - b. Perspiration
  - c. Furnace or hot metal
- b. Machinery
  - a. Properly guarded
  - b. Types impossible to guard
  - c. Overhead cranes

5. Is work dirty or clean, as shown by
  - a. Dress of workers
  - b. Conditions of hands or face
  - c. Materials handled
6. Posture of workers
  - a. Standing or sitting
  - b. Moving about or remaining in one position
  - c. Stooping, bending, or standing erect
- C. Skilled or unskilled work
- D. Part each worker plays in production
- E. Variety of work performed by worker

Notes should be handed in by each student and assigned to a committee of students for the purpose of compiling a single report embodying all the valuable observations made by the individual students. This should be filed with material on Occupational Information.

## IX. Bibliography

### A. General

Allen, Frederick J., *A Guide to the Study of Occupations*—Harvard University Press

This book tells where information on three hundred vocations may be found. It includes all of the text books that may be used in offering this course. All books listed are briefly described and criticised. All teachers giving this course should have the use of this book

Allen, Frederick J., *A Guide to the Study of Occupations*—studies on each of the important occupations in Agriculture, Forestry, and Animal Husbandry—Bureau of Vocational Guidance, Harvard University, 40c  
This work is a sequel to "A Guide to the Study of Occupations."

Jacobs, Charles L., *Bibliography on Vocational Guidance*—Federal Board for Vocational Education, Washington, D. C.

This is a list of books and magazine references for the teacher or student who is interested in learning about the progress of the vocational guidance movement. Some of the books are described and criticised. This pamphlet will be found very helpful.

The "Guide to the Study of Occupations" and the "Bibliography on Vocational Guidance" list practically all of the material that is available. For this reason no attempt will be made at this point to indicate other sources of general material descriptive of occupations. This space will be used to list other types of books and pamphlets that will be found useful in giving this course.

The following books show the value of more education. It is merely a suggestive list.

Cleveland Board of Education, "Give yourself a fair start"—

Board of Education, Cleveland, Ohio

This booklet, issued for the High Schools of Cleveland, shows by photographs, letters, and other descriptive material just what the Cleveland high schools have done. High schools everywhere would do well to publish such material, even though they could not do it so elaborately.

Monsell, Helen A. and Allen, Wm. H., "Come on, Girl, Let's Go"—Institute for Public Service, 10c

A brief statement of what high school education means to a boy or girl. Contains the discoveries a girl made who decided not to go.

Monsell, Helen A. and Allen, Wm. H., "Your Money and your Life"—Institute for Public Service

Gives suggestions to boys and girls so that they will not be compelled to "Start their life's journey with their hands up."

## B. Biography

### 1. *Encyclopedias of biography*

Encyclopedia of American Biography—The American Historical Society, New York

Appleton's Encyclopedia of American Biography—Appleton  
National Cyclopedia of American Biography—White

### 2. *Biographies of various types of men*

Men who are making America—Forbes

Contains life stories of men who have risen to positions of influence in American business from rich, moderate, and poor circumstances, examples being

J. Ogden Armour—Meat Packing

James Speyer—Banking

Cyrus McCormick—Farm Machinery

Fifty life stories are told in this one volume.



Men of Business, Stoddard—Scribners

Similar to the preceding one.

Leading American Inventors, by George Illes—Holt

Contains Stevenson, Fulton, Whitney, Morse, Howe, and others.

Great Scientists, by Elbert Hubbard—The Roycrofters, East Aurora

Contains Copernicus, Galileo, Newton, Darwin, and others.

English American Tool Builders, by Joseph Wickman Roe—Yale Press

Of special interest to boys who are going to follow trades allied to the machinist.

Men who Win, by William Thayer—Wilson & Sons, London

Deals with men in different vocations.

Charles Spurgeon	Pastor
Henry Ward Beecher	Preacher
Thomas Arnold	Schoolmaster
Daniel Safford	Blacksmith
Horace Mann	Scholar
John Roach	Shipbuilder
John Bright	Manufacturer
Nathaniel Banks	Machinist
and others	

More than Conquerors, Gilbert—Century

Contains Scott, Agassiz, Pasteur, Livingston, St. Gaudens.

Men Who Have Made Good, by John T. Faris—Revell

Artists	Ole Bull
	Millet
Author	Dickens
Lecturer	Wendell Phillips
Editors	Greeley
	Daniel MacMillan
Inventor	Matthias Baldwin
Philanthropist	Morris Jessup
Religious Worker	John G. Patton
	and others.

Little Journeys to the Homes of American Statesmen, by Elbert Hubbard—Putnam

Little Journeys to the Homes of American Authors, by Elbert Hubbard—Putnam



American by Adoption, by Elbert Hubbard—Putnam

Naturalist	Louis Agassiz
Merchant	Stephen Girard
Inventor	John Ericsson
Publicist	Carl Schurz
Musician	Theodore Thomas
Manufacturer	Andrew Carnegie
Railroad Promoter	James J. Hill
Sculptor	Augustus Saint Gaudens

Famous Leaders of Industry—Wildman—Page

Stories of 50 of the greatest industrial magnates, including Ford, Westinghouse, Woolworth, etc.

### 3. *Biographies of various types of women*

Women in American History, Grace Humphrey—Bobbs, Merrill  
Lucretia Mott, Julia Ward Howe, Clara Barton, and others.

Portraits of American Women, by Gamaliel Bradford—Houghton  
Abigail Adams, Mary Lyon, Louisa M. Alcott, and others.

Twelve Notable Women of the 19th Century, by Rosa N. Carey—Dutton  
Victoria, Florence Nightingale, Elizabeth Fry, Grace Darling, Frances Havergal, and others.

Pioneer Women of the West, Ellet—Scribner  
Deals with heroic homemakers in the building of the West.

Heroines of Modern Progress, Adams and Foster—Sturgis Walton  
Mary Lyon, Elizabeth Cady Stanton, Clara Barton, and others.

### 4. *Biographies of men and women of achievement*

Famous Living Americans, Webb—Webb Publishing  
Jane Addams, Maude Ballington Booth, Helen Keller, Russell Conwell, John Mitchell, John Burroughs, and others.

Worth While Americans, by Edwin Earle Sparks—Weidenhauer

Readable for 7th and 8th grades as well as for older people (published in 1921). Tells the life stories of men and women who found America the Land of Opportunity for service:—

The Girl who Wanted to be a Preacher—Anna Shaw  
 The Nurse of the Nations—Florence Nightingale  
 A Jack of All Trades Carries On—Russell Conwell  
 The Messenger Boy and the Merchant Prince—John Wanamaker  
 An Iowa Quaker Boy Feeds the World—Herbert Hoover  
 A Schoolmaster Teaches the World—Woodrow Wilson  
 and fourteen others

*5. Biographies written especially for boys*

1. Boy's Life of Edison, Meadowcroft—Harper
2. Boy's Life of Theodore Roosevelt, Hagedorn
3. Boy Scouts Life of Lincoln, Ida Tarbell
4. Boy's Life of Mark Twain, Albert Bigelow Paine—Harper
5. Boy's Life of Lafayette, Helen Nicolay—Harper
6. Life of Robert E. Lee, Hamilton—Houghton
7. Life of Buffalo Bill Cody—Harper
8. Life of Edison, Meadowcroft
9. True Stories of Great Americans, Wheller Series—Macmillan
10. Story of my Boyhood and Youth, John Muir
11. Ross Series—Stokes Publishing—Oliver Cromwell, George Washington, and others
12. A Dutch Boy Fifty Years After, Edward Bok
13. Autobiography of Benj. Franklin, Illustrated by E. Boyd Smith—Holt

*6. Biographies written especially for girls*

1. Florence Nightingale, Laura E. Richards—Appleton
2. Red Cross Story of Clara Barton—American Red Cross, Washington, D. C.
3. Story of my Life, Helen Keller—Grosset
4. Life of Mary Lyon
5. Life of Alice Freeman Palmer, George Palmer
6. Mary Slessor of Calibar, W. P. Livingston—Hoddard-Stoughton, London
7. Harriet Beecher Stowe, Crow

7. *Biographies of men and women not written for boys and girls but readable by them*

1. Up from Slavery, Booker T. Washington
2. Life of Cavour, W. R. Thayer<sup>1885</sup>
3. Alexander Hamilton, Charles A. <sup>18</sup>Conaut
4. Robert E. Lee, Thomas Nelson Page
5. Midshipman Farragut, J. Barnes
6. Woodrow Wilson, The Man and His Work, Ford
7. The Story of General Pershing, Tomilson
8. Herbert Hoover, Kellogg
9. The Making of an American, Jacob Riis
10. In One Man's Life (Theodore Vail), Bigelow Paine
11. Life of Pasteur
12. Life of Daniel Webster
13. Life of Dr. Benjamin Rush
14. Life of Phillips Brooks
15. Autobiography of Henry M. Stanley
16. Life of Chinese Gordon
17. A Student in Arms, Donald Hankey
18. Life of Grace Dodge—Y. W. C. A. Press, 600 Lexington Ave., N. Y.
19. The Pioneer—Anna Howard Shaw
20. Life of Louisa M. Alcott, Moses
21. Life of Robert Louis Stevenson, Graham Balfour
22. The Life of Richard Wagner
23. The Life of John Hay
24. Autobiography of Benjamin Franklin
25. Life of the Master Carpenter and Fisher of Men, Jesus of Nazareth

C. Fiction

It is the belief of the committee that fiction may be used to advantage both in giving information about vocations and in creating an interest in vocations previously unknown to students. For these reasons a small list of fiction is included. It has been the aim to choose books that would prove interesting reading to children and at the same time give correct occupational information.

1. *Agriculture*

Atkinson, Elinor, Johny Appleseed—Grosset

Story of a man who planted many apple orchards in the Ohio Valley after the Revolution.

Dyer, W. A., Five Babbits of Bonny Acres—Holt

A story of back-to-the-land; very popular; well written.

Harris, Garrard, Joe, the Book Farmer—Harper  
For inexperienced readers.

Porter, Gene Stratton, A Daughter of the Land—Grossett  
Fate Bates, a true "Daughter of the Land," is as American as the Goddess of Liberty. The book emphasizes the tremendous importance to the nation of the lives of those who till the soil.

Quick, Herbert, The Fairview Idea—Merrill  
The story of a young man who studied modern methods of farming and applied them on his father's farm. Shows the possibilities of farming when done in a modern way, and what country life may become.

Verrill, A. Hoyt, Uncle Abner's Legacy—Holt  
A well written story showing the possibilities in farming.

## 2. *Business*

Ferber, Edna, Roast Beef Medium—Grosset  
Story of business adventures of Emma McChesney, the traveling saleswoman, who successfully competes with men.

Murdock, Folks—Macmillan  
Pictures small-town occupations.

Peattie, Mrs. Lotta Bury's Career—Houghton  
Story of a girl from a small country town in the Middle West who wanted to be a singer. Went to Chicago to study. Her father's health failing she went home and took over her father's business and made a success of it.

## 3. *Engineering*

Beach, Rex, The Iron Trail  
Describes the building of a railroad into the copper region of Alaska. It is very good to illustrate the work of civil engineering.

Bond, A. R., Pick, Shovel and Pluck—Munn  
Sequel to "With the Men who do Things," which takes the two boys outside of New York showing them the Keokuk Dam, Panama Canal, etc. Incidents founded on facts and the engineering data have been continued.

Bond, A. R. *On the Battle Front of Engineering*—Century  
Tells by words and pictures the story of great engineering projects such as the Quebec bridge, grain elevators, aqueducts, tunnels under the East River, etc. Good illustrations.

Byhoe, Frances, David Vallory—Scribner  
*Railroading in the West and great engineering undertakings.* For older boys.

Lunde, Francis. *Fire Bringers*—Scribner  
Indolent son of a capitalist, aroused to action, throws his energy into an engineering project. For those who enjoy stories of big business.

Weir, H. C., *With the Flag at Panama*—Wilde  
Story of the building of the Panama Canal.

#### 4. *Forestry*

Bassett, S. W., *Story of Lumber*—Penn Publishing  
Gives a good idea of the life of a forester in story form. Describes correct methods of lumbering.

Rolt, Wheeler, B., *Boy with the U. S. Foresters*—Lothrop  
Describes U. S. Forestry Service. The story is subordinated to the descriptions.

#### 5. *Going to School and College*

Gauss, Christian, *Through College on Nothing a Year*—Grosset

Story of a young man without money and how he make his way through college by working at odd jobs in his spare hours.

Heylinger, Wm., *Off-Side*—Appleton  
Story of a boy who desires to leave school but who decides to stay and go to high school. All boys like this book.

Heylinger, Wm., *Off-Side*—Appleton  
Mediocre school story, deserving attention because of its emphasis on the value of study. Some will think the moral too insistent.



London, Jack, *Martin Eden*—Grosset

From the slums and illiteracy Martin Eden works his way up by hard, persevering study. His great aim is to make a success at writing; how he accomplished his desire makes intensely interesting reading.

London, Jack, *The Cruise of the Dazzler*—Grosset

Good for a boy who does not like school or see any use in going to school.

### 6. *Homemaking*

Ashmun, *The Isabel Carlton Series*—Macmillan

### 7. *Iron and Steel*

Bassett, Sara Ware, *The Story of Iron and Steel*

Depicts life in the steel mills and gives a fair idea of several of the steel trades. Story barely sufficient to carry descriptions.

Weir, Hugh C., *Cinders*—Wilde

### 8. *Journalism*

Adams, Samuel H., *The Clarion*—Houghton

An uncommonly interesting and true to life story of a young man who attempts to run an honest and unbiased newspaper in an American city of middle size. Considered the best of newspaper stories.

Davis, Richard Harding, *Gallagher*

Story of a reporter's first success.

Faron, W. P., *Peanut, Cub Reporter*—Wilde

A fair picture of the difficulties in the way of one who enters the field of newspaper work. Popular with boys.

### 9. *Law*

Train, Arthur C., *Tutt and Mr. Tutt*—Cchribner

Stories of legal battles won very often by observing the spirit rather than the letter of the law. Rather adult but very interesting.

Shute, Judge, *A Country Lawyer*—Houghton

In spite of the fact that Judge Shute is known pre-eminently as a humorist, his book throws a good deal of light on the experience of a small town lawyer.



### 10. *Life Saving*

O'Conner, William, *Heroes of the Storm*

Story of the life saving service.

Drysdale, William, *The Beach Patrol*—Wilde

Story of the life saving service.

Drysdale, William, *The Fast Mail*

The adventures of a newsboy on a fast mail train.

Rolt, Wheeler, F., *Boy with the U. S. Mail*—Lothrop

Not a very good story but a good description of the mail service. Boys will read and like this book.

### 11. *Medicine*

Mulder, Arnold, *The Sand Doctor*—Houghton

An able scientist but a poor business man. Dr. Quentin considers himself a failure but his genius finally brings material success.

### 12. *Merchant Marine*

Drysdale, William, *The Young Supercargo*—Wilde

Story of the merchant marine, telling how a boy rose from cabin boy to purser through honesty and faithfulness.

### 13. *Ministry*

Conner, Ralph, *The Sky Pilot*—Revell

Story of a minister and his work which shows that the measure of man's power to help his brother is the measure of the love in his heart and the faith he has that at last the good will win.

### 14. *Missionary*

MacKenzie, Jean Kenyon, *Black Sheep*—Houghton

Experiences of a missionary in Africa.

Grenfell, Dr., *Tales of Labrador*—Houghton

Stories of adventures among the Esquimaux by a famous missionary.

### 15. *Music*

Peattie, Mrs. Lotta Bury's *Career*

Story of a girl who went to Chicago to study music. Shows the difficulties in the way of one who would really succeed as a vocalist.

### 16. *Nursing*

Rinehart, Mary Roberts, "K"—Doran  
Gray, Joslyn, Kathleen's Probation

Describe the work of the trained nurse.

### 17. *Printing*

Bassett, Sara Ware, Paul and the Printing Press—Penn  
Publishing

### 18. *Scientific Study*

Porter, Gene-Stratton, The Harvester

Pictures a man who knows wild herbs so well that he is able to make a living gathering them.

Wheeler, Francis, Rolt—Lothrop

Story of a boy interested in paleontology who goes with a scientific expedition to Egypt in search of fossils of animals and later finds a rare specimen in Wyoming. The illustrations are chiefly from photographs.

### 19. *Teaching*

Gerould, G. H., Youth in Harley—Scribner

A novel of life in a New England village. The hero is the school principal. Interesting and wholesome.

Martin, Helen Madden, Emmy Lou

Story of a little girl's experiences in school and how she misunderstood things. Shows how teachers fail to make children understand.

### 20. *Teaching—Rural*

Quick, Herbert, The Brown Mouse—Bobbs-Merrill

Describes the building of a rural school by a real teacher.

Quick, Herbert, The Fairview Idea—Bobbs-Merrill

Describes practical work in a rural school.

Wray, Angelina W., Jean Mitchell's School—Public School  
Publishing

Story of a slender young woman in gray linen who possesses to a marked degree the elements of a good teacher. For persons thinking of taking up teaching.

## D. Selected List of Motion Picture Films Useful in Studying Vocations

Motion Pictures will be found very helpful in connection with this course.

### 1. *Where films may be obtained*

The Bureau of Commercial Economics, Washington, D. C., A. Maris Boggs, Dean, has the largest available supply of free films. It has two distributing agencies in Pennsylvania, namely, the Commercial Museum, of Philadelphia, Dr. Charles R. Tothaker, curator, and the Visual Instruction Bureau, Extension Division, University of Pittsburgh, Pa., R. F. Egner, Head of the Public Service Department. The services of the Commercial Museum are free, while with a wider variety of films the University of Pittsburgh has a service charge of fifty dollars a year. The General Electric Company, whose main office is at Schenectady, N. Y., and whose Philadelphia office is in the Witherspoon Building, has a number of films which teachers can get directly from them. The Ford Motion Picture Laboratories produce some industrial films which are distributed with a small rental charge by Fitzpatrick and McElroy, 202 S. State St., Chicago, Ill.

The International Harvester Co., Harvester Building, Chicago; the Bell Telephone Co., 15 Dey St., New York, or 1131 Arch St., Philadelphia; the Barrett Co., 17 Battery Place, New York; William Skinner and Sons, 1101 Market St., Philadelphia, all have films that are very good, which they will lend free of charge.

Other companies also have films that must be gotten directly from the owners. The names and addresses can be secured from lists published by the Safety Institute of America, 261 Madison Ave., N. Y., or from a list published by Henry Disston & Sons, Philadelphia. Magazines such *The Screen*, 114 W. 44th St., N. Y. and *Visual Education*, 327 La Salle St., Chicago, publish lists of films available from time to time, together with the firms distributing them.

### 2. *Descriptive list of films*

Note: Care must be taken in selecting films for purposes of teaching an occupation. Some films while useful for other purposes are not of value in this course.

The following list is not intended as a comprehensive one, but rather as suggestive of what is available.

**The King of the Rails**—three reels—General Electric  
Of good cultural value in showing development of means of land transportation. Shows occupations of forgers, pressers, thread cutters, gaugers, assemblers of locomotives and large motors, reamers, and blast operators. Shows work of electrical, mechanical, and civil engineers.

**Panama Lock Control**—one reel—General Electric  
Rather technical but gives some idea of the work of engineers.

**America's Answer**—five reels—Commercial Museum  
Shows the various army occupations and the methods used in training a soldier. A war picture designed to spread enthusiasm for military training.

**Ford Tractor**—one reel—Commercial Museum  
Shows the use of the tractor on the farm and the occupations involved in plowing, disking, and drilling. Shows the cutting, loading, and baling of hay.

**The Ford Factory**—one reel—Commercial Museum  
This film gives only a few of the many occupations involved in automobile making, such as forging, gauging, pattern-making, spring testing, and magneto manufacture. Some motion picture occupations are shown, and welfare work noted.

**From Field to Foot**—five reels—Commercial Museum  
This film shows practically all the workers engaged in knitting hosiery, including the making of paper boxes and the printing of labels. It shows the work of the office force, workmen participating in management, and various examples of welfare work. A valuable film.

**Fascination of Knitting**—one reel—Commercial Museum  
This shows the shearing of sheep, the washing, carding, drawing out, winding, and spinning of woolen yarn.

**Making Felt Hats**—one reel—Commercial Museum  
Shows the fur bearing animals used in making hats; skinning, treating, dyeing, brushing, cutting, and sorting of fur; making of the hatbody; rolling, blocking, curling, shaving, brim curling, and sizing of hats; cutting and placing of sweat-bands and ribbons; boxing. Many women's occupations.

**Making of Pig Iron— $\frac{1}{2}$  reel—Commercial Museum**

Shows the handling of ore, the furnaces, pouring, moulding, and puddling.

**Making Rubber Tires—one reel—Commercial Museum**

Shows how rubber is obtained from trees, and the workers engaged in trucking, mixing, vulcanizing, joining, punching, and testing of inner tubes.

**Making the Desert Blossom—two reels—Commercial Museum**

This is good for the variety of occupations shown. It shows the land before irrigation, the construction and use of irrigation dams and canals and the following occupations engaged in after irrigation: plowing; planting and digging potatoes; cutting and stacking alfalfa; harvesting and threshing oats and wheat; harvesting and unloading sugar beets; picking and boxing cherries and strawberries; raising sheep, horses, cattle, pigs, and pigeons.

**Revelations—one reel—General Electric**

Shows work of electrical engineers; of skilled workers in the manufacture of delicate electrical apparatus, of X-ray operator. Of splendid cultural value.

**Speeding the Spoken Word—three reels—Bell Telephone Company**

Shows work of pole placers, wire men, trouble and repair men, and workers in laying underground and underwater cable. Shows the operation of the switch board, the telephone operators, and the conditions under which they work. The value of the telephone is shown in a very interesting way.

**Back to the Farm—two reels—General Electric**

Shows various types of farm work, both with and without improved machinery. Very good for boys interested in farm work and hydraulic engineering.

**Queen of the Waves—two reels—General Electric**

Has splendid cultural value by showing development of water transportation through all stages from logs to modern ocean liner. Shows occupations in modern shipbuilding with emphasis upon electric drives.



The Sugar Trail—one reel—General Electric

Shows occupations in planting, gathering, screening, storing, washing, cutting, weighing, and shredding of beets. The refining process is shown. Most of this work is done by machinery, so few occupations are shown other than those of unskilled labor.

Butte and Anaconda and Pacific Railroad—one reel—General Electric

Of good general value in showing copper mines, smelters, ore trains, and converter furnaces. Few occupations shown. Splendid scenery.

The Land of Cotton—two reels—General Electric

Shows the planting, cultivating, harvesting, baling, and storing of raw cotton. It continues with the work of the inspectors, mill pickers, carders, stubbers, spinners, sizers, weavers, nappers, laborers, printers, and dyers.

Story of a Grain of Wheat—one reel—Commercial Museum

Shows workers engaged in plowing, harrowing, drilling, reaping, and threshing; workers engaged in elevating and shipping grain, making flour, kneading dough, baking, weighing, and wrapping bread.

Making Bread—one reel—Commercial Museum

Shows the unloading and screening of wheat; the rolling, bolting, and packing of flour; the making, packing, and shipping of cereals.

Building Ships—two reels—Commercial Museum

Shows practically all the occupations in ship building.

Making of Cut Glass—two reels—Commercial Museum

Illustrates the history of glass making and shows in detail the workers engaged in melting, testing, blowing, shaping, annealing, designing, smoothing, acid bathing, and cutting of glass. Many occupations for women are shown, such as polishing, etching, engraving, and wrapping.



Visit to a Shoe factory—one reel—Commercial Museum

Shows cutting uppers, stitching tops to vamps, last-  
ing, stitching on welt, cutting soles, stitching soles  
to uppers, leveling soles, heeling, trimming, ironing,  
inspecting, packing, and shipping.

Story of Silks and Satins—one reel—Wm. Skinner & Sons

Cultural value in showing the hatching, growth, and  
care of silk worms and the collection and prepara-  
tion of raw silk; workers engaged in twisting,  
doubling, reeling, dyeing, weaving, and inspecting  
of silk are shown.

Dairy Farm—one reel—Commercial Museum

Shows workers filling silos; workers engaged in  
milking and cooling milk; sterilizing cans and  
bottles, pasteurizing, testing, and delivering milk.

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## ECONOMIC CIVICS

### Ninth Year

*The Approach.* It is almost certain that various groups or classes of any community will live under conditions widely different one from the other. It is of great importance that our pupils become vitally interested in these conditions, particularly the different conditions under which people perform their daily work. Their attention should be directed first to the superficial and obvious differences and then to the underlying causes of these differences. Almost any community will furnish numerous striking examples.

In the rural community or in small villages the predominating work is done under such conditions that it will come under the observation of nearly all of the children. It will be clear to them that without planting there is no harvest; that without a good harvest the community suffers some inconvenience or even hardship; that the animals must be cared for intelligently if they are to be of service to man; that a water supply must be maintained; that all material equipment—houses, barns, farming implements, and machinery—must be taken care of if it is to be serviceable for a long time; that roads must be kept in repair; that children must help when they can; and that all must work faithfully and intelligently if the greatest good to the community is to be secured.

In the cities and large towns it is not so easy to know all that is being done to build up and support society, but there are always surface indications which may be brought to the attention of the pupils. See, for example, the large groups of people hurrying every morning toward the "employees' entrance" of the factory or large mercantile establishment, apparently desirous of arriving "on time." Somewhat later in the morning, and in more leisurely fashion, see the office workers and business men and women enter the same establishment but by another entrance. Still others come and go at irregular times and frequently in their private cars.

We may see people at work on buildings that are in process of construction or, perhaps, on the street which must be kept clean and in repair. Still others may be found on the street cars, railroads, or steamboats. At night, if one happens to be awake for a few minutes, he may hear the noise of the all-night street cars, or the scream of the locomotive whistle. Or, in some places, if his window is rightly located, he may see the glare on the sky from some steel plant where the work must be continuous during the twenty-four hours. The street lights are on and a turn of the switch in the home brings instantly the service of the light company, while the telephone may be used at any hour of the day or night.

All these sights and sounds are common phenomena, which every child can observe but about which he has never been led to think seriously. They will serve excellently as an approach to the study of vocational life and, especially, of the great diversity of conditions and rewards attending the daily work of the members of his community.

Several pertinent questions will occur to any teacher, the asking of which will lead directly to searching inquiry into the fundamentals of practical sociology and economics. Among these may be suggested the following:

How many of all these people chose their occupations deliberately? Are some of these occupations more desirable than others? Why? Are some held in higher regard by society? Why? Do some contribute more to individual wealth than to social welfare? Do some contribute more to social betterment than to the individual's safety and comfort? How many people would like to change to some other position more to their liking? Since this is a free country, why do they not make these (for them) desirable changes? Why do some receive wages, other salaries, while still others receive profits from the business? Is it a fairly good thing for society, taken as a whole, that people are occupied about as they are?

To none of the above questions can final and dogmatic answers be given. They are intended to create, in teachers and pupils alike, a curiosity, a desire to know, an intention to try to find the answers in some fashion or other.

## I. The Universality of Labor

### A. Economic wants and the rewards of labor

1. What are the fundamental material wants of mankind?
2. How have they been satisfied invariably since the beginning of civilization?
3. Why do some men not work to satisfy their own economic wants?
4. In an ideal society why should all share in producing, in some fashion, to satisfy the world's material needs?
5. Are you preparing to do your part?

### B. Preparing for a job

1. Why boys and girls should seek to prepare for jobs where they can learn and advance, even though the initial wage is small
2. Statistics as to wages in various occupations
3. Approximate years of preparation necessary for such occupations



4. Opportunities to rise occupationally in the modern world and how they are to be found
5. Vocational schools and vocational courses
6. Employment agencies, good and bad

## II. Conditions Limiting Vocational Choice of Young People

### A. Specialization, the result of large scale production

1. The economy of large scale production and therefore its permanence
2. Many, perhaps most, young people must begin life by working for some large establishments
3. Why big establishments are driving out little ones
4. Whether the large establishment offers better possibilities for the future
5. Combinations and monopolies
6. Natural monopolies and efficiency
7. Government control and ownership

### B. Division of labor—specialization—interdependence

1. Geographical, with regard to production of raw materials, manufacture, and distribution
2. Interdependence, as revealed by any interruption of usual and orderly procedure  
 Illustrate by showing how a flood or other calamity isolates a district or how a strike of one group of workers may tie up an entire industry. Discuss the effect of accidents on cost of production. Show how safety is an economic factor in industry.
3. The advantages of minute specialization to the consumer; the advantages or the disadvantages to the producer

## III. The Agencies of Production

### A. Land

1. Who owns the land?
2. Under modern conditions is it always possible for the individual to own land? Is it always to his advantage to do so?
3. Development of the idea of private ownership
4. Abuses of private ownership



5. Advantages to society and to the individual of private ownership
6. Land transfers, titles, deeds, mortgages
7. Development of land
  - a. In cities: problems of rent, taxes, improvements, changing values
  - b. On farms: evils of mortgages, of tenancy
8. Public lands and their uses

## B. Labor

1. Slave labor and free labor—peonage
2. Employers and employees today
3. Rewards of labor
  - a. Wage or salary
  - b. Participation in management
  - c. Leisure
  - d. Satisfaction

## C. Capital

1. What is capital? How distinguished from money?
2. What is a capitalist?
3. Capital and labor in one person—the farmer
4. How a corporation is organized and gets its capital: stocks and bonds, reinvestment of profits
5. Rewards to capital—profits and dividends, rent, interest

## D. Management

1. Hunting economy—The Indian
2. Agricultural economy—the feudal system; modern agriculture
3. Rise of the town; trade and craft associations
4. The domestic system
5. The factory system: Bring out the increasing prosperity of labor plus its increased interdependence, and the increased chance of general suffering if all parts of society do not function coöperatively. To secure this coöperation, effective management is indispensable.

#### IV. Some Modern Economic Organizations Concerned with the Production and Distribution of Commodities

##### A. Capital and Labor

1. Business corporations organized for profit
2. Effort of corporations to increase efficiency and enlarge output; to regulate the price of the products and the rate of wages
3. Organizations of labor, designed to raise wages, shorten hours, and otherwise maintain favorable working conditions
4. Special aims and methods of the trade unionist, syndicalist, I. W. W., socialist, and anarchist—learn to discriminate
5. Labor warfare and its results: the strike; the boycott; the lockout; the black list
6. Methods of coöperation between capital and labor; collective bargaining

##### B. The modern farm

1. Extensive farming—the farm, the equipment, the crop
2. Conditions of labor in extensive farming
3. Intensive farming—location and crop
4. Intelligent labor needed; agricultural education profitable

##### C. The modern factory

1. Visit the largest available industrial plant in the neighborhood
2. Observe the organization by departments; sub-divisions of work in each department; officials and their duties; employment managers; welfare work; shop committees
3. Dealings with the public and the customer

##### D. The railroads

1. How goods are carried from the place where they are produced to the places where they are consumed
2. The railroad as a “common carrier”
3. Development of railroads in the United States
4. Transportation of workers; interurban railways

##### E. The department store

1. Number of departments and employees
2. Overhead charges
3. Buying the goods

4. Source of the goods sold in a single store; raw materials; place of manufacture; through how many hands passed
5. Selling the goods; opportunities of salespeople; qualities and preparation needed for success

#### F. Banks

1. Money a medium of exchange
2. Currency—how issued
3. Banks—institutions to facilitate the exchange of money and to safeguard and conserve it
  - a. Kinds of banks, particularly national savings banks
  - b. References to Federal Reserve banks, state banks, and trust companies
4. How banks help in the creation of wealth by extending credit, that is, by loaning money for business enterprises, including farming

### V. Some Modern Economic Problems

#### A. Races in the United States

1. Where the immigrants come from, why, and how
2. Where they go upon arrival; efforts to divert immigrant stream
3. Danger of racial groups in cities

#### B. Wealth and poverty

1. Land ownership and wealth
2. Taxing land values
3. Right and wrong sources of wealth
4. Causes of poverty
5. Relief of poverty
6. A comfort wage
7. Responsibilities of wealth

#### C. Spending our money

1. The idea of the budget
2. The individual's budget
3. Method of making a family budget
4. Notion of items that should enter and of proportion in expenditure
5. Need for government budgets—local, state, national

## D. Saving our money

1. How banks help the individual
  - a. Provide a safe and convenient method of taking care of his money and settling his accounts
  - b. Provide a safe place to deposit his savings where he can receive interest on them. What is interest? What interest is paid by a bank on savings?
  - c. Give reliable information as to other ways in which the individual may invest his surplus money, for example, in stocks, bonds, and other securities.
  - d. Essential characteristics of stocks and bonds
2. Compare rates of interest paid by savings banks, liberty bonds, other bonds, stocks; why those differences?

## E. Credit

1. Much of the world's business is done on credit. What is credit?
2. Importance of credit in the production, transportation, and distribution of the world's goods
3. How credit is established—by the fulfillment of all contracts whatsoever, promptly, implicitly, and in good faith.

## F. Contracts

1. Definition of a contract
2. Importance in business, government, and ordinary life
3. Contracts into which men commonly enter: partnership, contracts to buy and sell goods, wage contracts
4. Sacredness of the contract; show loss of sympathy for any organization which breaks contracts

## G. Prices

1. Importance of prices
2. How prices are determined
3. Periods when prices have risen
4. Suggested causes for high cost of living: inflation of money and credit, inadequate production, extravagance, faulty distribution, monopoly, manipulation of market

## H. Taxes and their purpose

1. Why we pay taxes
2. Effect on business of federal import customs; of a protective tariff
3. Personal and coöperation income tax

## I. The economic rights and duties of a citizen

1. By way of review discuss the rights of every citizen with regard to several of the more important topics of the course, for example
  - a. The right to enjoy the rewards of his labor
  - b. The right to acquire and protect his private property, either real or personal
  - c. The right to share in the economy affected by large scale production and division of labor
  - d. The right to participate in the fixing of the condition under which he works and the compensation which he receives
  - e. The right of free choice as to what occupation he will follow
  - f. The right to secure an education for himself and his children
2. Discuss the duties of all citizens with regard to other topics for example
  - a. The duty to become a self supporting economic unit, a contributor to social welfare, not merely a debtor
  - b. The duty to try to understand modern economic conditions involving large scale production, division of labor, evolution of industry, racial problems, wealth, poverty
  - c. The duty to try to understand and to maintain an open mind toward the fundamentally important problems of capital and labor
  - d. The duty to be thrifty, to save and invest, so as to provide against economic emergency and old age
  - e. The duty to understand the principles of taxation and to play one's full part in providing financial support for the community, be it local, state, or national

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## WORLD HISTORY



# WORLD HISTORY

## *Tenth Year*

*Aims.* Proper recognition has not been accorded World History in secondary education, chiefly because of a failure properly to evaluate the principles and aims of history teaching. Four of these ends are especially significant for a high school course in World History.

1. *To understand the present.* The course in history must be sufficiently inclusive and be so taught that the student becomes distinctly aware that our institutions and ideals have been handed down to us and that certain major forces were dominant in making the present. For the high school pupil there is little use in understanding the past except to explain the present.

Two widely accepted and closely related concepts are very useful in assisting the student to understand the world of today. One of them is the concept of development. Things do not merely "happen". Things come to be and are becoming. The other of them is the concept of the continuity of history. Human beings tend to do this year as they did last. Yesterday's thought and action explain the civilization of today. The student begins to understand the present when he perceives not that we have "arrived", but that we are still "on our way". He should begin to see, too, that peoples and nations are interdependent, chronologically and synchronously. It is only partly true to speak of Oriental history, or of the history of America, or of Germany. Moreover, imperialism did not begin or end with Rome; autocracy did not begin, nor (shall we say?) end with Germany; Grecian history is not complete without Egypt, Crete, and Persia; the Church is more than the Vatican; Sarajevo does not explain the World War.

Furthermore, in order to understand the present it is vital that the pupil come to appreciate the great part played by science, literature, political philosophy, the yearnings for democracy, agriculture, humanitarianism, invention, and industry in the evolution of modern society. The cultivation of such an aim will subordinate needless political detail.

2. *To develop powers of discrimination and independent judgment.* What is good and what is bad in the present radical movement throughout the world? Is a league of nations bound to come? What is the solution of the Far Eastern situation? Is democracy justifying itself?

A clear recognition of these two fundamental ends or aims in secondary school history, set forth above, makes patent the weakness

of those history courses in high schools which limit the field to Europe since 1750. We are all too prone to deprecate that which is not ultra-modern. We are all too forgetful that the institutions which are the bulwark of modern society have their origins in the centuries, yes, the milleniums, of the past. The family, morality, religion, the state, law, commerce, the domestication of animals and plants (how little has man added in 2000 years!), astronomy, mathematics, art, and literature—these are the heritage of the ages. But how can we develop in the minds of our youth respect and admiration for this heritage, and for man's tremendous struggle in its acquisition, if we tell them that all the history they need to know has happened since 1750? It is beside the point to say that the pupil will have studied the earlier history in the lower grades in a preliminary survey of our ancestors in Europe, and, moreover, that much of this can be learned in the English course. Such suggestions are unconvincing. Like the teacher, the adolescent pupil can come to appreciate man's struggle and man's heritage only by direct study, and not by reminders or as a by-product of English literature.

Moreover, many events and movements which seem so momentous because they are so near to us shrivel perceptibly when compared with epoch-making achievements of early man. Professor Finney has well pointed out that if we teach only the period since 1750 we are apt to stress too much the economic and political phases of history. Not only industry, transportation, agriculture, invention, but also religion, order, the family, the drama, music, scientific discovery, art, and philosophy were hoary with age when the Industrial Revolution dawned, and today they are living institutions that can not be ignored.

3. *To cultivate a passion for orderly advancement.* As a corollary of the first aim should come the desire to help build the new out of the old, with the sturdy stride but not too fast. The prophetic phrase of Felix Adler becomes a natural watchword: If we do not have more rapid evolution we shall have rapid revolution.

It is the unique function of history to help us understand the present. In addition, the content of history is remarkably fit for developing judgment and a passion for orderly advance.

4. *To prepare the mass of folk for the proper use of leisure.* History should develop a larger appreciation of the art, music, and literature that past and present civilizations offer; in other words, it should promote cultural democracy.

*Methods.* 1. Make a large use of the project method. Ample bibliographies suggest books and magazine articles that deal with this subject.

2. Give much opportunity to the pupils for free discussion, and less time to the mere rehearsing of textbook paragraphs; but make use of sufficient text detail to impress generalizations, great movements, institutions, etc.

3. Encourage pupils to do more outside reading, whether it be history, historical novels, or historical essays, so that flesh and apparel may be added to the skeleton of classroom work.

4. Give considerable time to physiography, to maps, and to good pictures. The visualization of history makes for increased interest, definite knowledge, and retention of facts.

5. Help the pupil to discover continually the relationship between the past and the present.

## WORLD HISTORY

### I. Introduction

What history deals with—uses and values of history. How a text book is written—sources (primary and secondary).

How to use a textbook: table of contents, index, pictures, maps; how to locate places and to judge distance. Geographic influences: mountains, climate, waterways, etc., (Consult Johnson and Tyron—see bibliography; also maps published by Denoyer-Geppert, Rand-McNally, and A. G. Nystrom).

### II. Primitive or Early Man

Show what living would be like if we had no houses, nor tools or materials with which to construct them; if we had no clothing and did not know how to weave or sew; if we had no agricultural implements, domesticated animals, nor arms with which to kill wild animals.

Point out the long, long time it must have taken man to reach the state of civilization when he could first use some form of writing.

Show how primitive man learned gradually to speak, to kindle a fire, to use stone weapons, to use bone and corn, to carve, to grind, and then finally to make pottery, to weave, to domesticate animals, to use copper, to make bronze, and to write.

Point out that about 4000 B. C. the peoples about the Mediterranean had reached an advanced stage of barbarism—industries, government, religion, etc. Emphasize at length and in detail our many inheritances from primitive or early man.

### III. The Orient

Study the map of the Orient, showing relative positions of the ancient empires, means of communication by land and water, fertile and arid regions—Nile and Tigris-Euphrates valleys, sole great breaks in barrier of mountains and desert from Atlantic to Pacific.

In studying the oriental peoples the emphasis should be placed on comparing and contrasting their various institutions, rather than on a detailed study of the separate nations. Note points of similarity or dissimilarity in the classes of people, forms of government, occupations, literature, art, religion, etc. Show what were the outstanding contributions of each nation, and that the Oriental as a whole contributed practical arts, inventions, the alphabet, the calendar, the beginnings of science, monotheism, government, and business forms; but that there was virtually no freedom of thought or participation in government.

Do not leave this period until the pupils, by means of pictures, collateral reading, etc., have a clear idea of how the oriental peoples dressed, worked, spent their leisure time, worshipped, fought, and traded.

#### IV. The Greeks

*A. Aegean Civilization.* From Egypt to Crete, from Crete to Greece—make this the main transition from Oriental to Hellenic civilization.

With the map show the physical relation of the Aegean Islands to the Orient—by ship to Egypt, or across Asia Minor to the Euphrates.

The people of the Aegean develop the arts acquired from the Egyptians. Stress their use of bronze, their work in pottery, their dress, their utensils, their work in gold.

Intensified commercial activity, of Cretans chiefly. Extent of Aegean (why formerly called Mycenaean?) culture. Height of Aegean civilization about 1500 B. C. Show pictures of their architecture, pottery, utensils, and undeciphered writing, if possible.

*B. Homeric Greece.* Our dependence upon the Homeric poems and upon recent explorations for our knowledge of this period.

Show how city-states gradually came into being, after the invaders became settlers. Explain the Greek city-state; distinguish it from the modern "nation-state."

It is important to know the simple machinery of government: the king, in his threefold power as military leader, judge, and religious functionary; the council, limiting the arbitrary powers of the king; an assembly, composed of those able to bear arms.

Present interestingly the everyday life of the people, showing further effect of the change from nomadic to settled life, their occupations, the absence of extreme poverty and of great wealth, their methods of warfare, their ancestral worship and their national polytheism. If time allows, call to mind a few of the legends and hero-tales of this romantic period.



*C. From Monarchy to Democracy.* Emphasize strongly the fact that the Greek city-states never united to form a single nation, and discuss some of the reasons for this fact—tradition, dialect jealousy, topography.

Point out some of the institutions that tended to unite the Greeks—religion, language, Homer, oracles, games. The oracles and games want special attention as being peculiarly Greek.

Show with the aid of maps how widely over the Mediterranean world Greek institutions spread because of colonizing activities about the 7th Century B. C.

Point out that active trade developed and indicate deep influence of expanding commerce upon industry and ship-building. Note some of the chief commodities in that trade.

Stress the development of coinage and the growth of capital; how growing commerce hastened impoverishment of peasants and enriched Eupatrids.

Nobility gradually assume political control and cause decline of the power of the kings and of the assembly.

Note how general discontent and dissensions among the nobles contributed to the overthrow of existing government and the establishment of one-man-rule tyrannies.

Make clear the status of Greek tyrants, and use Pisistratus and Periander as examples.

Show how the people suffered at the hands of irresponsible tyrants and nobles, and how champions of the people in the 7th and 6th centuries obtained for them written laws and economic and political reforms that paved the way for democratic control; the important part played by Solon and Cleisthenes in Athens; the interesting democratic device of ostracism.

Touch upon the development of literature, architecture, philosophy, and science during this period. It is well to note that in Sparta democratic institutions did not develop and that emphasis was placed upon military life.

*D. The Repulse of Persia.* Recall the vast empire and great resources of Persia under Cyrus and Darius. Show how easy it was for Darius to bring the Asiatic Greeks under his control and how difficult it was for the unorganized Greeks, unable to overcome jealousy of one another and their internal dissensions, to present a united front against the enemy.

Stress only the dramatic incidents connected with the three invasions, with constant use of the maps. Make vivid the services of Miltiades, Themistocles, and Leonidas.

Emphasize the importance of the repulse of Persia in thwarting the danger of Persian domination in Europe and in making possible the development of Grecian institutions, art, and philosophy.

*E. Imperial Athens.* Dwell briefly upon the material reconstruction of Athens, the enegry of Themistocles, and the jealousy of Sparta.

The Delian Confederacy: Discuss the military and commercial motives that prompted its organization; show how it finally grew into the empire. Note the unsuccessful attempt under Pericles to create a land empire. The Thirty Years' Truce. Important part played by Athenian commercial interests in encouraging an imperial policy.

Great emphasis must be played upon the life of the Athenian people when Athens was at the zenith of her power under Pericles, about 460 B. C. Population of Attica about 200,000. Dwell on the nature of citizenship in Athens; its limitations to those of pure Athenian birth; its obligations, political and military. Other elements in the population—slaves.

Show how necessary it was to have a well-rounded education in order to meet the requirements of citizenship in a pure democracy; knowledge of public questions and ability to speak in public and to preside. Compare with the requirements necessary for citizenship in America today.

See that the students have a clear understanding of the organization of the government; the generals, the council, the juries, the assembly, choice of officers by lot, "leaders of the people."

Make large use of pictures and illustrations in presenting the art and architecture of Greece. See that the students are thoroughly familiar with the acropolis, the theater, outstanding temples, and representative statuary. Show how widely these have been copied in American art and architecture.

Compare and contrast the modern theater with the Greek theater: the building, term of admission, purpose in giving the play, number of actors, the chorus, the theme. Be sure that the students are familiar with the great Greek dramatists and their most important plays. Point out how slight has been the creation of poetic forms since the time of the classic Greeks.

Stress the great influence of the leading schools of Grecian thought. Acquaint the students with Herodotus and the history that he wrote.

Explain how it came about that oratory began to play such an important part in Greek political life.

Do not neglect to study the social life of the times, comparing it wherever possible with that of our own day. What were the industries of the people? What was the position of women? Describe an Athenian house. What was the Athenian's religion? How did it affect his daily life? What were his ideas as to morality? How did the Athenian dress? What was the family organization? What amusements and recreations were there?



Point out increasing difficulties that confronted the common man, particularly on the farm, in trying to make a comfortable living.

Study the life and work of Pericles as typifying the best in Athenian life and character.

You have reached the culmination of Athenian greatness. Do not hurry over this period. Use pictures, the lantern, excerpts from the great writers, visit museums if possible. Remember the period of Athenian greatness, about the middle of the 5th century.

*F. The Breakdown of the Athenian Empire.* What elements of weakness were there within the empire? What dangers without?

The events of Peloponnesian War need not be studied in detail. The several stages of the struggle may be pointed out and the points of strength and weakness on each side. The Syracusan expedition may be used to study many of those elements of weakness that had become characteristic of Athens and her people. Note the effects of the war on Athens, Sparta, and Persia.

Show, however, that it was during the century after about 450 B. C. that Thucydides was setting a standard for the writing of scientific history, that Plato was visioning his ideal state; but that the Greeks were losing their last opportunity to form a political union. Omit entirely the political history involved in the struggle between the Greek states during the first half of the 4th Century, B. C.

*G. Alexander the Great.* Locate Macedonia—its proximity to older civilized countries. Contrast Macedonian culture with that of their kinsmen to the south.

Constructive work of Philip II in unifying Macedonia, in organizing a permanent army with cavalry and "artillery," in making himself master of Greece.

Why were the pleadings of Demosthenese so ineffective?

It is worth while to picture Alexander thoroughly: his appearance, his inheritance, his education, his courage, his ambition, his sparing the house of Pindar in Thebes.

Treat dramatically his military achievements. Use map constantly. Alexander's plans for merging the East and the West into one great empire; take plenty of time to make clear the importance of the beginnings of Hellenization in the East by Alexander.

Merely point out on the map the chief divisions into which the empire broke up after Alexander's death.

Emphasize the influence of Oriental culture on Greek philosophy, religion, and science.

This is the age of Aristotle, Archimedes, and the Ptolemies.

Revisit the public buildings of Athens, attend the theatre, visit the schools, listen to the Stoics and the Epicureans. What changes do you find? What things Greek would you find in such cities as Alexandria, Rhodes, and Antioch?

Do not go on to Roman history until you feel sure that the students know the influence and contributions of Greek civilization from the Indus to the Tiber. What progress had been made since the dawn of history in religion, philosophy, art, industry, science, etc?

## V. Rome

*A. Early Rome.* Spend some time in studying the geography of the Mediterranean Sea and the chief physical features of the Italian peninsula. What were the geographical advantages of Rome's location? See that the students are familiar with the mountains, rivers, etc., with which you know they will have to be familiar.

See that the students know the ethnic groups in Italy about 500 B. C.—the extent and degree of Etruscan and Greek culture.

Some of the early Roman legends may be told, if time allows.

The Republic was established about 500 B. C. It is important to know some things about the life of the people of Rome at this time: their family organization, their homes, their religion (deities, augurs, public and private worship), their simple form of government, their military organizations; widely ramifying Greek influence in the Rome of 500 B. C.

Point out the disabilities of the common people (plebians) and show briefly that they finally won many of the privileges of the nobility (patricians). The details of this struggle are unimportant, but the acquiring of written laws should be mentioned, and the duties of tribune and consul understood.

Stress the fact that Italy lacked unity and that Rome's first military exploits resulted in bringing the Italian peoples under her control—the Etruscans, the Latins, the Samnites, the Greeks. No details are necessary, but the story of Pyrrhus may be told for dramatic effect. By the middle of the third century B. C. Rome controlled Italy south of the Po.

Show the students the wisdom displayed by Rome in granting local self-government to her Italian subjects, and in granting Roman citizenship outside the city; the advantages to Italy flowing from the establishment of peace throughout the peninsula. Do not neglect to point out the failure of Rome to establish representative government in Italy.

Before taking up Rome's conquests beyond Italy, Roman government and society at its best (250 B. C.) should be understood. Students should know the duties of dictator, consul, censor, praetor, and aedile (curule offices); the growing power of the Senate; and the development of a new aristocracy. Picture the country people as plain farmers. What did they raise? Guilds were growing up in towns, commerce was expanding. What sort of money was used? How did the people dress?

*B. Roman Conquests to 133 B. C.* Point out the fact that Egypt, Syria, Macedonia, Carthage, and Rome were the five leading states of the Mediterranean and that the Roman power was eventually to absorb them all. Use map. ·

1. *The struggle with Carthage.* Contrast Rome and Carthage in respect to race, government, religion, leading occupation, extent of territorial power, army, and ideals. Remember that our sources of information concerning Carthage are Roman. Why?

While the details of this struggle are relatively unimportant, it is a period of great dramatic interest and this element should be well brought out; the marvelous development of Rome's naval power; the remarkable family of Hamilcar Barca; the energy and fortitude of Rome; why her allies remained loyal; outstanding Roman generals; the elder Cato; the despair and tragedy of Carthage in 146 B. C.

Be sure to have the students see the increasing growth of Rome's territory. Use the map and have students locate each place referred to.

Note that the Punic Wars were over by 146 B. C., having lasted a little over a century.

## 2. *Completion of Mediterranean conquests in the East.*

The battles and dates of Rome's extension around the Mediterranean have little importance though it is well to note the date of the fall of Corinth, 146 B. C., as ending for the time being Rome's advance eastward; but the effects of the conquest on Rome were so important that the period must not be neglected. Note that Macedonia, Asia Minor, Syria, Greece, and Egypt were now vassals of Rome, though Egypt and Syria had not been annexed to the Roman state.

Stress well the fact that this eastward expansion was due to circumstances both military and commercial, rather than to any well-defined desire for further conquest.

3. *Conquest of Spain.* Merely point out that the stubborn struggle in western Spain finally resulted in the capture of Spain, 133 B. C.

4. *Results of more than a century of warfare.* Stress the political effects of the conquests: the increased power of the Senate and its gradual loss of popular support; the developments of the system of provinces; the mismanagement of the provinces.

Show what tremendous economic results there were: devastated Italy, decline of agriculture; development of large estates, growth of "trusts," increased use of slaves, development of new markets, great increase of wealth, striking individualism that was willing even to overthrow the government.

Emphasize the results upon the social life of the people: the introduction of the culture of the Hellenic world and its vices; new customs; new ideas of religion and philosophy; loss of Italy's best men; special privileges of the rich; social evils attendant upon luxury; sad plight of the Italian peasants; growth of the city "mob."

How Greece suffered at the hands of the despoiling Romans—fairly typical of the treatment of the provinces.

*C. A Century of Civil Disorder.* Emphasize the fact that Italy's most pressing problem was to restore farm life. Make graphic the futile efforts of Tiberius and Gaius Gracchus to curb the power of the Senate (the wealthy land owners), to break up the large estates into small farms, to enlarge the citizenship, and to encourage colonization. Show that this was the last attempt to break up the power of the senatorial oligarchy by legislative reform. A century of civil war follows the unsuccessful attempts of the Gracchi: Sketch the struggle between aristocratic and democratic parties, how strong leaders dominate the republic by force—Marius and Sulla, Caesar and Pompey, Octavian and Anthony. This century was demonstrating that the republic was doomed.

Dwell at some length on Caesar's constructive work: government reorganization, land distribution, provincial reorganization, calendar.

Note how Octavian became emperor—What was his position in the government and what were his powers.

*D. The Empire to 180 A. D.* Be sure that the students understand the form of government maintained by Augustus; see that they know the territorial extent of the empire under Augustus; dwell on his moderation and on the establishment of order and peace in Italy and in the provinces.

The birth of Jesus should be mentioned to understand succeeding events connected with the Christians.

Little attention need be paid to the individual rulers, though several of them are dramatically interesting; e. g. Nero, Titus, Trajan.

Point out that the empire reached its largest size in 117 A. D. and see that the students are familiar with the map. This is the period of Rome's greatest glory and must not be hurried over.

Make note of the approximate population and stress its motley ethnic elements. Show how these were organized and bound to Rome. Discuss the provincial system as established by Augustus. Indicate the lack of local autonomy and representative government.

Take plenty of time to study the life of the people in the cities and in the country: their houses, their occupations, their means of communication, their amusements, their education, the remarkable growth of world commerce.



Study their architecture, their literature, their art. Stress the influence of Greece and the Orient in the civilization of the early empire.

Show how the Romans adopted many oriental religious cults, but that gradually Christianity gained precedence over them all.

*E. The Later Empire.* At this point make a study of those elements which, as we look back, are signs of the decay of the empire. Make clear the agricultural situation: the growth of large estates, the disappearance of small farms, the dependent workers (*coloni*); the county population decreasing, and the city mob growing. Discuss infanticide, gladiatorial orgies, the evils of slavery; Rome dependent upon the provinces for supplies; the disappearance of money; the burdens of taxation. However, Christianity was making itself felt, the position of women was improving, slaves were treated better. Quote from Epictetus and Marcus Aurelius. Politically this period was a continuous struggle for succession to the throne. Point out that the people finally took no part in government, and that under Diocletian republican forms were abolished, with loss of political responsibility and of initiative in making a living.

Show how the empire was reorganized under Diocletian and Constantine, and study the various problems that confronted these rulers. The removal of the capital; reasons and significance. Take time to study the growth of Christianity and its final triumph as the state religion. Privileges granted Church and clergy by the Roman government. Before going further, by use of pictures, lantern slides, maps, literary extracts, etc., have the students see the empire as a whole—its territory, its roads, its buildings (public and private), its monuments, its army, its leaders, its art, its literature.

## VI. A Period of Transition

*A. The Teutonic Peoples.* Who they were, and how they lived; where they settled within the empire; earlier contacts with the Romans. Indicate the threatened danger from the Huns. Show how the western empire came to an end, and point out the constructive work of Justinian in the East; his codification of the law, his destruction of the Vandal and Ostrogothic power, the building of St. Sophia.

Show how Britain came to be conquered by the Teuton.

Emphasize at some length the effects of the fusion of the Teuton and the Roman: What of Roman was preserved, what of Teuton was incorporated in the new civilization; the Roman languages, the Teutonic laws, medieval trials, the eclipse of classic culture. The invasions hastened the decline in agriculture, learning urban life, means of communication, etc. Draw attention to the fact that now

we leave the Mediterranean, cross the Alps, and study the advance of civilization among the peoples of northern Europe, who hitherto have been savage.

*B. The Church.* Review its origin; its persecutions; point out the influence of Constantine, Theodosius, Clovis; emphasize the monastic movement, showing reasons for its growth and indicate its character and activities; account for the growing power of the bishop of Rome and show the power, influence, and character of Leo the Great and Gregory the Great. The conversion of Britain is of interest. Point out the relations between the Church and the kingdom of the Franks.

*C. The Mohammedans.* See that the students know something of Arab life and civilization; have them understand where and how Mohammedanism began; what were the outstanding features of this new religion; visualize the marvelous conquest made, account for it, have them appreciate the importance of Tours. Do not neglect a study of Mohammedan civilization, once their conquests had been rounded out.

*D. The Empire of Charlemagne.* Show the importance both to the Frankish kings and to the Papacy of the anointing of Pippin by the Pope—foundation for later development of divine right theory in Europe.

Take plenty of time to study the activities and interests of Charlemagne. By references to the map note the extensions of his temporal power. Make vivid events connected with the establishment of the empire in 800 A. D. How did it contrast in area with the Frankish Kingdom? In passing, contrast the Eastern Empire with that of Charlemagne. Discuss Charlemagne's interest in law, architecture, religion, and education. Touch upon the provisions of the treaties of Verdun and Mersen as steps toward the beginnings of France, Italy, and Germany.

## VII. The Middle Ages

Stress the obstacles to good government in western Europe about the 9th, 10th, and 11th centuries; ignorance, lack of means of communication, of money, of any force to maintain order; quarrelsome nobility; invasions of Mohammedans, Slavs, Mongols, and Northmen.

*A. Feudalism.* Show how the manorial system and feudalism largely grew out of the anarchy and chaos of the age. Stress especially the life of the peasant and of the noble. What were the privileges and obligations of serf and vassal? Vividly portray medieval warfare. Truce of God; chivalry. The castles; the manor. Point out the factors that tended to disrupt the feudal regime: increase of



money, growth of trade, growing power of the kings, use of gunpowder, the Black Death, the increasing importance of the cities.

*B. The Feudal Church.* Show the organization of the Church from Pope to parish priest. Stress the universality of the Church, and its importance in the civil and religious life of the people. Penance, excommunication, interdict, "benefit of clergy."

*C. Feudal England.* Briefly review the outstanding facts of English history before 1066. Under what circumstances did William the Conqueror make himself master of England? Note the effect of the conquest on the language, architecture, and industrial and political life of England. Stress the centralization of the government under the Norman and early Plantagenet kings—scattered fiefs, Salisbury Oath, circuit courts of the king.

The power of the king limited by Magna Charta (1215) and the growing Parliament; gradual increase of powers of Parliament.

*D. France.* Indicate the difficult position of Hugh Capet (987)—great fiefs, different languages, varied laws. Show how the Capetian kings gradually increased their power, their machinery of government, and their territory until absolutism prevailed. Contrast the Estates General with the English Parliament. Show how the Hundred Years' War increased the territory of France and gave the king the right of taxation and of what became a standing army.

*E. The Holy Roman Empire.* About a century after the dissolution of Charlemagne's empire the empire was restored by Otto I, under the title of "the Holy Roman Empire of the German People." With maps contrast it with the empires of Augustus and Charlemagne. Make clear why the Emperor was unable to set up a strong government for his empire, and why the empire postponed unification in Germany and Italy.

*F. Conflicts between Church and State.* Show how many of the functions of the Church (educational, judicial, economic, and political) encroached upon the growing authority of the kings. Point out the chief sources of weakness in the Church: simony, marriage of the clergy, interest in material wealth, investiture, corruption. Illustrate the conflict by the quarrel of Henry II and Hildebrand, King John's submission to Innocent III, Boniface VIII and Philip the Fair, and Edward I.

*G. The Crusades.* Study first crusade in some detail, to show how crusades were conducted; avoid detailed study of the other crusades. Note the motives of the crusaders and their military failures. Be sure to stress the effect upon Europe of two centuries of contact with the more cultured East.

# VIII. Life and Culture in the Middle Ages; the Renaissance

*A. The Rise of Towns.* Study this topic carefully, use all the pictures available, read illustrative material. Remember that towns did not exist in northern Europe, and largely disappeared in southern Europe after the breakdown of Roman civilization. Show how towns begin to regain their importance after the 11th century; how they got their charters.

Describe the organization, function, and value of the merchant and craft guilds; contrast with modern labor unions. Trace some of the trade routes that developed. Learn about the Hanseatic League. Compare medieval markets and fairs with those of our own day.

Note the obstacles to business: bad roads, tolls, piracy, "usury", lack of money, guild restrictions. Describe the buildings and show pictures of Gothic architecture.

Stress the life of the people: wretched homes; narrow, filthy streets: poor food; crowded and other insanitary conditions; monotony of life.

*B. The Church at its Height.* Its organization, its wealth (sources), variety of activities—religious, charitable, educational, political, economic; heresy; the Inquisition. Account for the establishment of the Mendicant Orders, and for their work and influence. Show how the power of the church declined after the struggle between Boniface VIII and Philip the Fair. The Babylonian captivity.

*C. Asia in Europe.* Work of Kublai Khan; Marco Polo; Mongol-Tartar and Turkish Invasions—showing the effect of the precipitation of the East upon the West.

*D. Medieval Culture.* Discover how little learning there really was in the early Middle Ages. Use of Latin. Study of philosophy and law. Education in control of clergy. Illustrate learning about 12th century from records of medieval miracles, science, and the songs of the troubadours. The Romance languages. Point to the renewed interest after the 12th century; appearance of paper; Arabic numerals; founding of universities; interest in Aristotle; new subjects taught; number of students.

Scholasticism gives way to humanism. Abelard. Roger Bacon. Dante. Stress the importance of the invention of the printing press.

Focus the attention of the student on the Renaissance movement of the 14th and 15th centuries. Petrarch, Erasmus, More. New inventions. Show pictures of Italian art of this period.

*E. Geographical Discoveries.* Portuguese explorations. Columbus. The sea power of Spain.

## IX. Age of the Protestant Revolt.

*A. Causes.* Abuses of the Church; changing views and attitudes, due to growth of trade and commerce and rise of a middle class, to the Renaissance, to a growing educated class that were not clergy, to the strengthening of kings and of national feeling.

Touch upon earlier criticisms of the Church by Wycliffe and Huss; growing discontent in Germany; Erasmus.

The political situation in Europe about 1500, with special emphasis upon the domains of Charles V and the political heterogeneity and disintegration of "the Germanys," which made successful revolt probable.

Martin Luther. His early life; his attitude toward indulgences. Trace the steps in his conflict with the Papacy to his final break with the Church. His excommunication and the Edict of Worms.

*B. The Revolt.—1. In Germany.* Show that Charles' absence in Italy made successful revolt easy, and how it began in Wittenberg in 1522. Call attention to the Augsburg Confession and emphasize the Peace of Augsburg.

*2. In Switzerland and the Netherlands.* Examine briefly the work of Zwingli and Calvin. Contrast their views with those of Luther. Show how Calvinism spread to France, Scotland, and America. Note the successful revolt in the northern states of the Netherlands.

*3. In England.* Point out the strange circumstances under which England renounced the headship of the Pope. Show how Protestantism developed under Edward VI and Elizabeth.

*4. In France.* Sketch the rise of the Huguenots; their troubles; their status under the Edict of Nantes.

*5. The Counter-Reformation.* Explain the work of the Council of Trent. Stress the influence of the Jesuits.

*6. The religious wars.* Mention the century of religious wars, culminating in the Thirty Years' War. Show what parts of Europe had broken away from the Roman Church. Use map.

## X. Tendencies to Absolutism

*A. England.* Observe how the Wars of the Roses added strength to the kingship. If time does not allow a study of the dramatic incidents of the Tudor dynasty, stress merely the personal power of the sovereigns, exercised through subservient Parliaments.

This is a good place to gather together the threads of the developments in Ireland and Scotland up to the end of the Tudor period.

Here too, if time permits, can be shown the struggle for nationality in Spain, and her spectacular rise and fall. Time may be spent profitably on some phases of English life during Tudor times:

trade (decay of guilds, rise of middle class, marine development, trade laws); social conditions (inclosures, pauperism, poor relief); intellectual interests (New Learning, More Shakespeare, Bacon). England becomes a nation of first rank in European affairs.

Much textbook material on the Stuart dynasty may be omitted. It is necessary, however, to make clear the Stuart view of the kingship and how it clashed with the Parliamentary idea. Show how Parliament controlled the purse strings and thus maintained its power. Indicate how the quarrel between Charles I and Parliament led to the Petition of Right, 1628. Stress its terms and its significance. The taxation question and Charles' failure to rule without Parliament and therefore to establish despotism. Note the elements in the Long Parliament and how party lines came to be divided.

Civil war resulted in the overthrow of the monarchy. Make clear the nature of Cromwell's rule under the Commonwealth and Protectorate and follow his foreign policy.

Note the religious legislation during the rule of Charles II; his foreign policy; how political parties were developing.

Indicate how the character of James II and his illegal acts resulted in the triumph of Parliament and the expulsion of the king. Stress the terms and importance of the Bill of Rights, 1689.

Point out the continued power of Parliament during the reigns of William III and Anne. The Toleration Act and the Act of Settlement. Control of the army.

Show how Cabinet government developed under the early Georges. Walpole. Account for the Methodist movement.

Do not leave the period without noting its literary and scientific importance: King James' version of the Bible; first newspaper; Milton, Bunyon, Bacon, Newton, Harvey.

Note that the Englishman of the 18th century had the privilege of habeas corpus, of voting (seriously restricted), of parliamentary representation (by no means representative), of freedom of speech and press (often much restricted), of freely worshipping (some disabilities).

*B. Russia.* Note briefly the early history of Russia and the influence of the reign of Peter the Great.

*C. France.* Show how Richelieu had broken the power of the Huguenots and the nobles, and had strengthened the monarchy. Explain "balance of power." Sketch the reign of Louis XIV, and visualize his "divine right" despotism. Literary development in 17th century. Contrast the position of the common man in France with his English contemporary.



*D. Prussia.* Trace briefly the origins of the Hohenzollern power, and show how it grew under Frederick the Great. Point out that about 1776 all great continental states were despotisms. Illustrate the international attitude by the treatment accorded to Poland.

*E. Expansion of Europe and Struggle for Empire.* Note the importance of English, French, and Dutch trading companies. Review briefly English and French colonial activities in North America and India, and how trade rivalries and traditional hostilities resulted in foreign wars which established the colonial supremacy of England. Treaty of Utrecht (1713) and Treaty of Paris (1763). Point out the causes and circumstances that lost the American colonies in England. Note the discovery of Australia. Have students fill in a world map showing British possessions in 1800.

## XI. Social Conditions

Show that serfdom had persisted ever since the time of feudalism. Make real the everyday activities of town life about the 18th century. Unsanitary conditions. Note the aroused interest in crime and poverty in England. Make clear the importance of the Church in the life of the people—especially its control of education.

Emphasize the advance that was being made in science—astronomy, physics, biology, political economy. that “authority” was being questioned.

Mark the ideas and influence of Montesquieu, Voltaire, and Rousseau; the reforms of the “Enlightened Despots.”

## XII. The American Revolution

Show this as a part of a great world movement. Give European background. Trace growth of cabinet government in England. Note effect of the mercantile system of commerce.

## XIII. The French Revolution, Napoleon, and Reaction

*A. The Revolution.* It is necessary that the student understand the social, political, and economic situation in France during the 18th century, and that conditions were even worse in many other parts of Europe; the despotic powers of the monarch in law, taxation, censorship, and government. Have students thoroughly understand the privileges of the clergy and of the nobility, who comprised 1 per cent of the population. Royal Court of 18,000 people at Versailles. Church collected \$100,000,000. Contrast between higher and lower clergy. Make clear the status of the bourgeoisie, the artisans, and the peasants who composed the Third Estate. Over 20,000,000 peasants, 80 per cent of whose income went to church, state, and nobles.



Examine a few of the most glaring evils: despotism and lack of uniformity in laws and government; unfair taxes; extravagances; privileges of nobility; restrictions on business, annoying dues paid by peasants; restrictions on religions and intellectual liberty. Read from Arthur Young's account of his travels in France. Louis XVI feebly tries to remedy the wretched conditions inherited from Louis XIV and Louis XV. Show under what circumstances for the first time on the Continent a National Assembly was called, and carefully study the reforms inaugurated—1789 to 1792. Understand the importance of the chief statements in the Declaration of the Rights of Man, changes made in law, guilds, church, etc. Pay little attention to the details of this period after 1792, but note the conduct of nobility and king that brought them into bad odor, increased the number of republicans, brought about the death of king and queen, and resulted in foreign and civil wars. The Reign of Terror. The Directory.

*B. Napoleon Bonaparte.* Note the main facts of his early life and education. Spend little time over his services under the Directory and his overthrow of that body. Mark carefully his services to France under the Consulate—the economic, political, legal, and religious reforms. Mention the circumstances of the establishment of the Empire. Touch upon his attempts to dominate Europe and examine the noteworthy changes resulting, directly or indirectly, from these attempts. Most texts have much military detail that may well be omitted.

*C. The Congress of Vienna.* Note the political ideas and methods of Metternich. Who were at the Congress. Show its purpose, its guiding principles, and note carefully its economic and political effects. Show why its work could not be permanent.

*D. Further Reaction.* Examine the make-up and purpose of the Holy Alliance. Note that the Bourbons were restored in France, Spain, Italy; the reactionary effect of the French Revolution in England. Make clear, however, that the "Spirit of the French Revolution" continued and that the *ancien regime* could not be restored, in France or elsewhere, permanently.

### XIII. The Industrial Revolution

*A. Background and Influence.* Fix in the minds of the student the meaning of the word "revolution." Show how little progress was made in mechanical invention between the days of the Romans and the middle of the 18th century. Make clear how people lived and worked without machinery. Emphasize the fact that new forces and processes were discovered that made mechanical invention possible. Show clearly that we are still living in this period. Stress the importance of coal, iron and steam; use of electricity later.

*B. New Inventions.* If possible, show pictures of water-frame, spinning jenny, power loom, cotton gin, Watt's steam engine, an early locomotive, etc. Note also the changes in agriculture and improvements in roads and water transportation; new mining and smelting processes; that this Industrial Revolution began in England and then spread to the Continent and to America.

*C. Effects.* This topic is very important and must be studied carefully. First, the economic effects: domestic system supplanted by factory system—its value and evils; division of labor; vast increases in wealth—foundation of England's economic supremacy. Next, the social results: astonishing increase in population; unexampled growth of cities, and evils due to their rapid, unplanned development; woman and child labor; problems of capital and labor, demands of the workers. Finally, the political effects: the *laissez-faire* theory and socialism; much social legislation becomes necessary; modern imperialism.

#### XIV. Political Revolution and Growth of Nationalism

Emphasize the fact that the French Revolution, though temporarily followed by reaction, continued to arouse democratic and nationalist aspirations throughout Europe. The details of the revolutionary movements of 1820, 1830, and 1848 need not be studied. Make clear the issues, however, since they resulted directly or indirectly from the French Revolution and, moreover, have since been realized.

The Bourbon government of France after 1815 furnishes an excellent approach to the topic, since it shows clearly in the constitutional limitations on the crown and on political parties and privilege, that the rights of the common man could no longer be disregarded. These rights are issues in all countries that took part in the movements of 1820, 1830, 1848; but distinctly nationalist issues are most apparent in the revolts in Belgium, Italy, and central Europe.

*A. France.* Louis Philippe; Guizot; political dissensions; socialistic tendencies; Louis Napoleon and the restoration of the Empire; Napoleon III's policy at home and abroad—Crimean War, Mexico, War with Austria, with Prussia; establishment of the Third Republic, its constitution, the Dreyfus affair.

*B. Smaller Countries.* Spain—loss of colonies. Portugal—loss of Brazil. Greece—independence won. Separation of Holland and Belgium.

*C. Italy.* Have pupils understand the political situation in Italy about 1850. Emphasize dislike for Austria. Early failures at revolution. Mazzini; Cavour; Garibaldi. Steps by which unification

was accomplished. Show how unification was completed in the World War. Discuss relation with Papacy. See that students understand the present form of government and the present economic problems of modern Italy.

*D. Germany.* Show how the German Confederation came into being. Point out its weakness. Mention the influence of the Customs Union. Note the failure of the revolution of 1848 in Germany; partial success in Prussia. Stress the aims and policy of Bismarck. The Schleswig-Holstein controversy as an excuse for war with Austria. North German Confederation. Make vivid the spectacular defeat of France, and show how the Empire was established. Speak briefly of Bismarck's struggle with socialism and the establishment of state socialism. Stress the industrial development of Germany. The overthrow of the empire in 1918.

*E. Austria-Hungary.* Dwell particularly upon the racial complexity and racial discontent in the Austro-Hungarian dominions. Note the political settlement of 1867 and the religious settlement of 1868.

## XV. Modern England and the British Empire

*A. Parliamentary Reform.* Emphasize the limited franchise and the inequality in Parliamentary representation. Corruption in elections. Point out that the excess of the French revolution checked the democratic movement in England. Wellington, the reactionary. Study carefully the Reform Bill of 1832: its terms, the struggle to have it passed, what it left undone. Show by what steps England finally arrived, at universal suffrage and really representative government—1867, 1884, 1917.

*B. Other Reforms.* Stress the fact that during the middle years of the 19th century, while the Continent was seething with political unrest, important religious, educational, social, and economic reforms were being effected. Note especially: reform of the criminal law; non-conformist disabilities removed; Catholic emancipation; the abolition of slavery; cheaper postage; factory acts; legislation for the poor; legislation regulating work of women and children; repeal of corn laws; provisions for public education; the war on poverty under Lloyd George; social insurance. Toward the close of the century Germany and France were inaugurating similar legislation. Note especially in France the settlement between church and state, the educational system, and the establishing of social insurance; in Germany the development of state socialism.



*C. The Irish Question.* Review briefly the history of Ireland since Tudor time. Show the injustice of maintaining the Established Church in Ireland, and point out that Gladstone accomplished disestablishment. Have the students understand the land question in Ireland: the evils of absentee landlords; the condition of the peasants; the repressive laws. If possible read descriptions from contemporary sources. Point out the steps whereby the evils of the land system were corrected. Start the discussion of the "Home Rule" movement in the Act of Union (1800). The effects of Emmet, O'Connell, the Fenians, the "Land League." Gladstone's struggle to obtain home rule. The support of Lloyd George. Act of 1914. Opposition of Ulster. The "Irish Republic." Home Rule Act of 1922.

*D. The Government of England.* Compare the constitution of England with that of the United States. See that pupils understand the unimportant position of the King politically, the far-reaching power of the Prime Minister and the Cabinet, the organization of Parliament. Show how, under the English system, the House of Commons can more readily reflect public opinion than Congress can in the United States. Note that members of the House of Commons are now paid a salary. Mark the overthrow of the power of the House of Lords in the contest over Lloyd George's budget bill.

At this point compare the English system of government with that of Germany before the war, showing particularly the feeble powers of the Reichstag, the influence and unrepresentative character of the Bundesrat, and the great power of the Chancellor. Note also how the educational system and the church were under the control of the monarchy. Compare, too, the organization of the French government—a republic, with a cabinet and premier much like the English system.

*E. Development of Empire.* On a map indicate the dominions of England before the World War: British North America, Australia and New Zealand, South Africa, Egypt, India, and the Crown colonies. Have students know under what circumstances they were acquired, to what extent self-government is allowed in each. Note outstanding incidents where they are significant, e. g., the Sepoy Rebellion, the Boer War, the Federation Act of 1909 in South Africa, the North American Act of 1867, the establishment of the Commonwealth of Australia (1901). Mark the tendency toward federation within the empire—the unique conferences of the premiers.

## XVI. Russia, Turkey, and the Near East

*A. Russia.* Point out how under Nicholas I a spirit antagonistic to democracy and progress was fostered. Defeat in the Crimea.

Note the reformers under Alexander II, especially emancipation of serfs. The growth of liberalism in Europe from days of French Revolution spreads eastward into Russia. The growth of nihilism and terrorism that followed reactionary measures. Modern liberal and socialistic parties; growing dissatisfaction with the corrupt, despotic government; how the liberals won the Duma. Note the Industrial Revolution and its bearing on the liberal movement; the Trans-Siberian Railway. The failure of the Russo-Japanese War.

*B. Turkey and the Balkans.* Note the possessions of Turkey about 1815, after a rapid survey of the growth of Turkish power in Europe. Show why the Balkan people hated Turkish rule and how the Balkan states began to emerge—Serbia, Greece and her war for independence. Explain carefully the geographical and commercial importance of Constantinople, which serves to make clear why Turkey was saved by the European powers in the Crimean War. For the same reason England forced a revision of the Treaty of San Stefano in the Congress of Berlin of 1878, which settled the Balkan question for the time, but laid the basis for future troubles.

Note the Turkish "revolution" of 1908, her defeat by Italy in 1912.

Try to clarify the complex and widely ramifying elements of the Near-Eastern question and how these were crystallized in the two Balkan Wars. Note the shrinking of Turkish territory. Nationalism was asserting itself in the Balkans.

## XVII. Growth of Imperialism

Make clear that the Industrial Revolution resulted in larger demands for raw materials and in a scramble to find markets for surplus goods and investments. The various powers clashed as their respective interests met.

*A. Africa.* Note England's control of the Suez Canal and her desire to extend her interests inland. The Fashoda incident. Mark the crises in Morocco (1906, 1911) involving Germany and France. Show how Italy in 1911-1912 demanded her share of North Africa and took Tripoli. On the map point out English, French, Portuguese, German, Italian, and Belgian territories and "spheres of influence" (define) in Africa. The "Cape to Cairo" railway.

*B. Persia.* Show how England had extended her power from India northwestward to the borders of Persia and how Russia was reaching out beyond the Caspian Sea. Agreement reached in 1910. Present English supremacy.

*C. The Far East.* Study carefully the development of Japan since about 1850. The effect of her war with China (1895). Her Industrial Revolution and desire for expansion—imperialism. Note



the lethargy of China, and how she was opened to world trade. Show how England, France, Germany, Russia, and Japan got control of important ports. Mark the importance of the Boxer Rebellion (1900), and the announcement of the "open door" policy by the United States. The establishment of the unstable republic (1912). China's growing hostility to Japan. Situation in Korea—a source of future trouble due to her tremendous resources and possibilities coupled with her lack of stable government, national poverty, and inability and disinclination to develop those resources.

*D. The Balkans.* Show why Russia had long desired Constantinople; why she was ever ready to support any Slavic movement hostile to Turkey or to Austria; why Austria desired to extend her influence southward, but was antagonized by Serbia; why the South Slavs resented Austrian influence on the Adriatic; and finally, why Germany, seeing in Asia Minor the only place for expansion, saw Serbia, alone standing in her way between Berlin and Constantinople. Note that Germany had already supplanted England in influence at Constantinople.

*E. International Arbitration.* Note that the leading powers saw the danger of clashing interests and were looking for a means to settle international disputes. The Peace Conference at the Hague. The Court of Arbitration. The second conference—what it accomplished and wherein it failed. Contrast the earlier idea of "balance of power" with such later organizations as the Triple Alliance and the Triple Entente.

## XVIII. Modern Science and Progress

Recall beginnings of modern scientific thought and discovery—the work of Bacon, Copernicus, Galileo, Descartes, Newton, Lavoisier, Linnaeus and others. Point out by means of numerous illustrations the strides forward already made in human comfort and control of surroundings: our fuels; high speed means of transportation; remarkable methods of communication; such devices for home comforts as electric lights, heating systems, and domestic appliances; photography; bewildering variety of machinery. Make clear, too, how such achievements open the way for further progress, for example, unlimited possibilities of medical science disclosed by cellular theory, bacteriology, and surgery; stock and plant improvement made possible by recent discoveries in biology; increased comfort and control brought into view by discovery of the energies of the atom.

Notable progress in modern times has been made in geology, biology, medicine, and physical and social science.

*A. Geology.* Mention belief about age and origin of earth current about a century ago. Remarkable new viewpoint of the subject elucidated by Charles Lytton in 1830—his “Principles of Geology” a classic in modern geology.

*B. Astronomy.* Astonishing developments in astronomy since days of Copernicus and Galileo—vastness of interstellar space, immense size and number of visible suns; astronomical appliances and notable discoveries of astronomer, astro-physicist, and astro-chemist.

*C. Biology.* The enunciation and attempted explanation of the principle of evolution in the biologic field, by Buffon and Lamarck. Darwin’s remarkable studies and explanations of biologic evolution. Further work of Mende, Huxley, DeVries, and others. Notion of evolution carried over into many other fields by Herbert Spencer. Concept of evolution or genetic development has affected almost all modern thinking.

*D. Physics.* Notable progress in physical science since Galileo and Newton. Modern atomic theory, first advanced by Dalton; its remarkable results in chemistry. Immense practical value of electricity. How study of electricity and radioactive substances is changing conception of the atom and of the elements, and is unfolding sources of energy in amounts and power undreamed-of.

*E. Medicine.* Striking advances made in medical science. Until germ theory, dependent upon microscope, was demonstrated, medicine could only make slight headway in battling with disease. Pasteur and Koch really great men. Difficulty of surgery a century ago; Lister, man’s benefactor. The boon of anaesthetics and antiseptics; anti-toxins and vaccines—Jenner. Unique development since Harvey in knowledge of anatomy and physiology of the human body. The cell theory.

*F. Social Science.* Advance in knowledge of social science has followed but not kept pace with that in physical and biologic science. Bewildering complexity and variability of human beings and human relationship contribute much to the slowing up of positive advance. However, the following steps have been taken: a critical and painstaking use of sources in studying man’s past; extension of that past back through the ancient Orient to the Stone Age and thence to untold centuries before; increasing realization of the slow process by which man’s advance has been painfully built up upon the hard-won achievements of his ancestors; scientific attitude and vistas revealed by modern anthropology, history, economics, sociology, political theory.

## XIX. The World War

*A. Causes.* Industrial Revolution and Imperialism are fundamental. Review the enormous demands created by the Industrial Revolution for material, markets, and investments that could not be satisfied within a country's boundaries; resultant exploitation of Africa and the East, and rivalry therein. Lateness of the Germans in the field and their dissatisfaction. The Near Eastern situation should be reviewed from the above viewpoint with emphasis upon recent rivalry between Russia and the German powers.

Recall how such rivalry often became intense—1878, 1906, 1908, 1911; the wars of 1912-13 and why larger powers interfered; interest of the Nations in the Russo-Japanese War; action after the Boxer Rebellion; struggle over Korea; European and Japanese concessions in China, etc. Why partition of Africa has been less provocative of bitter feeling.

Sketch again the growth of Prussia, emphasizing the role of militarism and the tendency to autocracy. German discontent with her "place in the sun". Astonishing growth of armament in the 19th century—why. Significance of military preparations of 1913 in the light of subsequent events, British and German business rivalry and naval competition—growing dislike for each other. French and Italian land claims against German powers; Balkan fear of Austria, Significance of the Triple Alliance and the Triple Entente, and of the failure of the Hague Conference; make clear the dangers of secret diplomacy.

How the war broke out: murder of the Austrian Archduke, June 28, 1914, and the Austrian ultimatum of July 23. Russia mobilizes—why so interested. German fears, and her declaration of war against Russia, Aug. 1. France impelled to stand by her eastern ally: show why Germany attacked France by way of Belgium; why England came to Belgium's aid; why Japan entered war.

*B. The War.* Details of military maneuvers are unnecessary. Combatants in fall of 1914. Resources of the combatants. With the aid of maps, point out German objectives on East and West Fronts; explain why speed was essential. The decisive Battle of the Marne, Sept., 1914, and the permanent battle line in France. German treatment of Belgium and conquered French territory.

Point out how slight was the success of the Central Powers against Italy, after she entered the war in 1915. Explain why Italy opposed her fellow members of the Triple Alliance. Central Powers' great success along the Eastern Front, from the Baltic to Gallipoli.

Tremendous importance for success of Allies of British marine domination. Extinction of German commerce and capture of all

her colonial possessions. German attempts at blockade and her nefarious submarine warfare—the *Lusitania*. Effective blockade by the Allies. Aerial warfare: tanks, gas, and other notable new military devices.

Discuss why America entered the War: German treatment of Belgium, submarine warfare, Zeppelin raids, blundering and shocking German activities in the United States. The Wilson notes. America's part in the war.

The war in 1917-18: German losses in the East, from Mesopotamia to Hungary. Capitulation of Bulgaria, Turkey, Austria-Hungary. Futile military efforts of Germans in France, 1918. Abdication of William II; November Revolution; terms of the armistice of November 11, 1918.

*C. War Issues and Aftermath of the War.* Land and racial problems: Alsace-Lorraine, Poland, Austria-Hungary, Balkans and Turkey, Italia Irredenta, Fiume, Syria and Mesopotamia, German colonies.

Militarism, interdependence of nations, and war on war: cost of preparedness; horror caused by German ruthlessness; deepening interdependence of nations that makes war ever more hideous; international agreements and hopes for a world league of nations; Wilson's remarkable "Fourteen Points."

Terms of the Treaty of Versailles—territorial, monetary, military, and respecting the German government and German possessions.

The League of Nations: covenant, organization, membership, purposes, accomplishments, possibilities. Why the United States is not yet a member.

Burden of war costs: unparalleled destruction of persons, property, business; stupendous burden of war debts.

*D. Political Unrest.* Russian revolution: reason for it; how it broke out in March, 1917; how socialist revolutionaries gained control in November; the Peace of Brest-Litovsk and how it failed to avail the Germans much; Bolshevik wars and break-up of old Russia; repudiation of Russian debts; nationalization of industry, famine, and demoralization of Russian business; Bolshevik government—the soviets; attitude of the nations toward Bolshevik regime.

Polish quarrel with German and Russian neighbors; Fiume—why intense feeling developed between Italy and Jugo-Slavia, settlement of the question.

Disorders in the old Turkish Empire: Armenia; interest of Greeks, Italians, Russians, French, and British in the Levant; defeat of Greeks by Turks; why settlement is not yet in sight.



Troubles in British Empire: Egypt, and declaration of large measure of self-government; India, and growing unrest; Ireland, Sinn Fein, and the settlement of 1922. The British Commonwealth of Nations.

Republics of Central Europe: the break-up of the Austro-Hungarian Empire; the little Entente; the constitution of the German Republic.

Communist uprisings; landed aristocracies destroyed; present status, views, and divisions of the socialists.

*E. The Washington Conference.*

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## AMERICAN HISTORY

# AMERICAN HISTORY

## Eleventh Year

*Suggestions on Method.* The high school teacher of American history has a right to assume that the pupils retain a general knowledge of the subject from their study in the grades. While the narrative chronological plan may be used to get the situation before the class, more attention in the secondary schools should be given to analysis and generalization.

In planning the syllabus in American history an attempt has been made to suggest problems to be solved rather than facts to be learned. Since most of our experience in life is a process of problem solving, practice in the solution of problems becomes an essential part of school procedure. The problem method requires the teacher to relate the materials of instruction to the social needs of the pupil. The subject matter must fit into a problem stirring in the experience of the pupil or must be presented in such a way as to present a problem. Accordingly, the teacher should adapt the subject matter of the course to the capacity of the particular group under instruction. Problems will prove valuable in helping teachers to select and teach those great movements in the development of our national life that are of highest value.

Not everything within a given subject should receive the same emphasis. One of our defects in history teaching is that of failing to make the great epochs or factors stand out in the mind of the pupil. So often we teach everything as of equal importance.

The steps in problem solving enumerated by Prof. Dewey are:

1. The definition and statement of the problem
2. The suggestion of possible solutions by the analysis of the situation and the recalling of related ideas
3. The evaluation of the suggestions by developing and testing them
4. The organization of the material leading to a satisfactory solution

Successful problem solving in history requires that the teacher be familiar with the field, able to anticipate issues and to prepare illustrative and reference material that shall be available at the opportune time. A resourceful teacher will have an illustrative sources extract or an appropriate picture or chart at hand to use at the right time or place. Many things will come up that were not anticipated. The skillful teacher will help the class to decide



what contributions from the experience and study of the members of the group are worth following up, and what may be passed by as irrelevant to the solution of the problem.

Frequently in teaching the social sciences the teacher talks too much. The use of problems will help to maintain a proper balance between teacher and pupil activity. An advantage of this method is that it stimulates pupil activity and provides an opportunity for the pupil, through his suggestions and their evaluation by the class, to learn to do team work in solving problems. Most of the problems of society must be solved in this way.

It is not claimed that the problem method is a panacea for all the ills of history teaching, or is the only method to be used. As the formation of proper habits of thought and study is one of the most important results that can be secured from teaching, the mastery of the technique of successfully conducting a varied type of recitation is much to be desired.

If library facilities are lacking or inadequate, it is hoped that the course will stimulate the effort to secure a reference library in every high school.

## AMERICAN HISTORY

### I. Discovery and Colonization

*A. The New World.* It is of vital importance in the opening lessons of American History to have the student realize that from its beginning the stream of American History was but a part of the life current of world progress.

Show that although the discovery of America was an accident, it was made possible because of Columbus' great idea, the inventions which paved the way for his great discovery, the commercial necessity of a new route to the East.

On outline maps trace the voyages of Columbus, the Cabots, Magellan, and Vasco Da Gama. Make clear the development of geographical knowledge concerning North America as a result of the work of Spanish, French, Dutch, and English explorers, during the sixteenth century.

*B. The English Colonies.* Explain the European conditions favoring colonization, showing the reasons for, and the character of, the immigration of the seventeenth century as contrasted with that of the twentieth century.

Show why colonies planted by individuals failed and by what agencies colonization was made possible. From a study of documents—the charters of Massachusetts, Virginia, Pennsylvania, the "Mayflower Compact," the "Fundamental Orders of Connecticut"—make a table of the colonies, showing the methods employed in their settlement.

On an outline sketch map locate the frontier in 1776, and indicate the regions settled by the different nationalities found in the English colonies.

Account for the anxiety of the companies and proprietors to secure colonists. Describe the system of indentured servitude and compare it with slavery and serfdom. Give reasons for the introduction of involuntary servitude and indicate the forces that favored the rapid development of the slave trade.

1. *Social and Political Life.* It is important to know the simple machinery of the colonial government: the town, with its popular control of affairs; the county, with its more aristocratic control; the colonial assembly, where representative government based upon a geographical unit had its beginning (1619); how the assembly was a check on the power of the governor.

Touch upon the beginnings of education and its close connection with religion, the colonial press, and the development of literature during this period.

Make a study of the contributions to the early colonial life of the men and women who were leaders in the different colonies. William Bradford's "History of the Plymouth Plantation" and John Winthrop's "Journal" are contributions to the literature of American history by the early colonists which throw many sidelights on the political and social conditions of the times.

2. *Economic Life.*—*a. Agriculture.* The most important industry, and the great colonial problem, was one of subsistence. Have the pupils describe the system of land tenure in Pennsylvania. Contrast it with the feudal system; describe the elements of feudalism that were introduced into the colonies. Account for the success of the freehold tenure. Compare the agricultural system of the North with that of the South.

*b. Iron Industry.* Note the development of the iron industry among the colonists. On an outline map indicate the location of early iron furnaces—especially in Pennsylvania. Compare with the present centers of the iron industry.

*c. Fishing and Shipbuilding.* Show the close relation that existed between the fishing and the shipbuilding industries; the importance of colonial commerce to the English.

Make clear the character and importance of inter-state commerce during this period. The development in the north of trading cities, Philadelphia, Boston, New York, and Newport, with their merchant and artisan classes, which became the staunch advocates of democratic ideals.

*C. The English Colonial Policy Prior to 1763.* It is important to make clear the fact that the English colonies were considered plantations to be administered for the benefit of the mother country, and that this was in accordance with prevailing economic notions. Show how the imperial policy was carried out through the Navigation Acts and Acts against Manufacturers. Give reasons why the navigation acts were not enforced and show the effect of the laws in America.

At the close of the colonial period make a cross section study of the colonies in three groups—charter, royal, and proprietary. Contrast the political, social, and economic life of the three groups. Note the bonds that tended to unite the thirteen English colonies, also those things which tended to develop opposition to the British Crown.

## II. Founding of a New Nation (1700-1783)

*A. The Half-Century of Conflict between England and France.* Study the map of North America at the close of the seventeenth century and note the extent of territory claimed by the different European nations, where their frontiers touched, and the strategic position of important settlements. Contrast the attitude of the English and the French in dealing with the Indians.

When the final phase of the conflict—the French and Indian War—is reached, compare the antagonists as to system of colonial government, location of colonies, population and character of the inhabitants. Point out the significance of the Albany Plan of Union. Note the dramatic incidents connected with the struggle and the services of Washington, William Pitt, Montcalm, and Wolfe.

Make a careful study of the treaty of peace, comparing the territory held in North America by the European rivals in 1689, 1713, 1763.

Emphasize the importance of the results of this struggle upon the development of democracy in America.

*B. British Colonial Policy after 1763.* Outline the changes in the British colonial policy after the French and Indian War by which England attempted to secure a firmer hold upon the colonies. Show how the character of George III and the condition of English finances affected the policy.

Explain the passage of the laws passed by the English government affecting the colonies between 1763 and 1772, and make clear the difference between the colonial and the English view as to the powers of the British Parliament. Summarize the events connected with American resistance.

*C. The American Revolution.* Show that the causes of the American Revolution were economic and religious as well as political. Have the pupils examine different texts and tabulate the causes found in separate columns under these heads, and through discussion decide as to their relative importance. Compare the conclusions reached with those of recognized historians on the Revolutionary period.

Trace the growth of the spirit of independence: from opinion—as expressed by its exponents, James Otis, Patrick Henry, Samuel Adams, Thomas Paine—to action, as shown in the Stamp Act Congress, the Massachusetts Circular Letter, the Committees of Correspondence, the First Continental Congress, 1774, the Second Continental Congress, 1775, Washington made Commander-in-Chief. Show in general how the powers of the First and Second Continental Congress differed from those of the present Congress of the United States. What agencies used in the World War would correspond in effect to the work of the Committees of Correspondence?

Find out the proportion of the population of the colonies that was Tory and show the influence of the loyalists upon the revolutionary movement. Was there any justice in their claims against the government as expressed in the treaty at the close of the war?

Make a careful study in the Declaration of Independence of the basic principles which it declares are the foundation of democratic governments. In the list of grievances against the mother country show which were violations of English law. Explain what is meant by the statement—"These united colonies are, and of right ought to be, free and independent states." Make clear the importance of the first state legislatures in the movement for independence.

Compare the strength of the antagonists as to (1) resources, material and moral, (2) theater of war, (3) population, (4) army and navy. Study the theater of war and develop the plan of campaign adopted by the Americans; by the British. Note the strategic campaigns.

Compare the services to the cause of independence of Washington and Franklin, contrasting the achievements of the soldier with those of the diplomat.

Why are war and revolution usually attended with financial difficulties? List the sources of revenue that were available to finance the Revolutionary War. Discuss the wisdom of issuing Continental currency.

Make a study of the contributions to the cause of independence of Washington, Greene, Lafayette, Kosciusko, Von Steuben, Paul Jones, George Rodgers Clark.



Make clear the attitude of France and England towards the United States at the peace conference at the close of the war. On an outline map indicate the boundaries of the thirteen colonies in 1776; the boundaries of the territory of the United States according to the treaty. Account for England's generous terms. Discuss the provisions of the treaty that resulted in difficulty when an attempt was made to carry them out. Draw a parallel with the Treaty of Versailles closing the recent World War.

### III. The New Republic (1783-1815)

*A. A Critical Period.* Make a study of the Articles of Confederation, listing its serious defects as an instrument of government as shown in the life of the nation from 1781 to 1787. How are the defects remedied in the Constitution?

Emphasize the importance of our claims to the West. Show how the conflicting claims of the states were settled. Stress the importance of the Northwest Ordinance, its influence upon the opening up of the West, and upon our territorial system.

Enumerate the reasons for which the period 1783-1789 is called the "Critical Period."

Trace the events leading up to the Constitutional Convention. Discuss the personnel of the convention, showing the interests represented by the different members and their qualifications for the work. Make a list of the great problems before the convention and indicate how in solving them the members profited by the experience of the government under the Articles of Confederation. Show why compromises were necessary. Compare the difficulties attending the ratification of the Constitution with the difficulties encountered in the attempt to secure the ratification of the League of Nations as to the arguments used by the opposition and the methods employed to meet them.

*B. The New Government.* Study the character of the leaders in the first administration under the Constitution. List the problems confronting the administration. Show the necessity for the formation of a cabinet, the legal relation of the cabinet officers to the President; to Congress. Compare with the British cabinet system.

Study the financial program outlined by Alexander Hamilton, showing the relation between the different parts and their influence upon the national government. Show how the discussion of these financial measures revealed a radical difference in point of view between Jefferson and Hamilton as to the powers of the national government. Explain what is meant by the doctrine of implied powers.



Did the course of events make the organization of political parties inevitable? The question affords a splendid opportunity to study the origin and the growth of political parties in the United States; their organization; the relative value of the independent and the regular party man. Show the position of the first two parties on democracy, constitutional questions, foreign affairs. List the services rendered by the Federalist party and account for its downfall.

Review the services of France to the United States during the period 1776-1783, and then discuss her treatment by the United States at this period.

Show how Washington's Proclamation of Neutrality established a basic principle of our foreign policy. Should changing conditions lessen its influence? Make clear the difficulties of the government in maintaining neutrality during the period of the French Revolution; show how it affected American commerce and involved America with England and France.

*C. The Triumph of Jeffersonian Democracy.* Explain how the election of Jefferson in 1800 was a "political revolution." Make clear the leading features of Jeffersonian democracy and show how far Jefferson was able to apply his theories during his administration.

Discuss the influence of the Louisiana purchase on the construction of the Constitution, the growth of nationality, westward expansion, slavery, the economic development of the United States.

Account for Great Britain's impressment policy and suggest reasons for her refusal to recognize American naturalization papers as valid. Consider the constitutionality of the embargo and show its effects upon commerce. Discuss the relative value of weapons of economic pressure and direct military action.

*D. War of 1812.* Compare the reasons given in the declaration of war against England in 1812 with those stated in the declaration of war against Germany in 1917. Account for the fact that New England opposed while the South and West favored the War of 1812.

Compare the combatants in 1812 as to population, financial resources, national spirit, armies, navies.

Study the theater of the war and show the plan of attack followed by Great Britain and the United States. Account for the success of the Americans at sea.

Discuss the significance of the Hartford convention and compare the resolutions adopted by it with the Kentucky and Virginia resolutions.

Contrast the causes of the war of 1812 with the results. Emphasize the effects on the West; the tariff; the Industrial Revolution.

#### IV. National Democracy (1815-1843)

*A. Settling of the West.* With maps show the territory included within the limits of the United States in 1815 and the routes by which the immigrants poured into the West. Contrast the distribution of population then with that of the present day and account for the variety of types found on the frontier.

Make real the life and character of the frontiersman: how he lived; his educational opportunities and religious activities; his methods of travel; the influence of the simplicity and equality of frontier life on his political ideas. Henry Clay, Andrew Jackson, and Abraham Lincoln are good types to point out the elements of strength in the men of the West as leaders.

It is important to trace the success of the colonizing policy of the government established by the Northwest Ordinance in the rapid admission of new states west of the Appalachians; the democratic character of their state constitutions; the extension of the suffrage; the policy adopted of balancing free and slave states.

Emphasize the importance of internal improvements and means of communication as bonds of union between the seaboard and the frontier; factors in developing trade and commerce; means of defense in time of war. Make clear the position of the East, West, and South on this issue.

*B. The New Americas and the Monroe Doctrine.* Discuss the effect of the American Revolution upon Latin America. Make clear the ambitions of the United States in regard to Florida; Oregon; the fisheries. Trace the events leading up to the declaration of the Monroe Doctrine. Discuss the policies of non-colonization and non-intervention outlined for Monroe by John Quincy Adams. Compare the later interpretations of the doctrines by Polk, Lincoln, Cleveland, Roosevelt, and Wilson.

*C. Growth of National Spirit.* In studying the period following the War of 1812, emphasis should be placed upon the problems which confronted the people and the new spirit with which they faced these problems. Contrast with the problems following our participation in the Great War. Show the general acceptance of the old Federalist doctrines by the leaders of the Republican Party and the consequent disappearance of the Federalist Party.

Stress the significance of the election of Andrew Jackson. Note how the aristocratic leadership of the East gave way to the democratic leadership of the West. Contrast the democracy of Jefferson with that of Jackson.

Make clear Jackson's attitude toward (1) nullification; (2) the spoils system; (3) the United States Bank; (4) internal improvements. Results of the attitude: (1) compromise tariff, (2) the panic of 1837, (3) the rise of a new party.

In connection with nullification compare Calhoun's "Exposition" with the resolutions passed by the Hartford Convention and the "Virginia and Kentucky Resolutions" to see if they furnished precedents for the position of South Carolina on the tariff in 1832. Did the fact that the dispute was settled by a compromise affect the future conduct of South Carolina? Note the outstanding features in the policy of compromise followed by the United States from the adoption of the Constitution to the Civil War. Was it a judicious policy?

Discuss the origin of the Webster-Hayne debate and the arguments used by the two speakers. Show why Webster's national theories became the accepted doctrines of the North. Study Webster's reply to Hayne in such a way that pupils appreciate it as one of the master-pieces of American historical literature.

## V. Sectionalism

*A. Slavery and Abolition.* Recall the development of the institution of negro slavery in the United States from 1619, emphasizing how natural conditions of soil, climate, and the staples of tobacco, rice, and cotton served to confine slavery mainly to the South; the constitutional recognition of slavery; the importance of the invention of the cotton gin.

Show how the struggle for Missouri restricted the slaveholding area, and marked slavery as a "peculiar institution."

*The Abolition Movement:* Discuss the motives and purposes that prompted its organization; the activities of important leaders; constitutional questions involved in the methods used by its radical leaders to spread their propaganda—the right of petition, freedom of the press, use of the mails. Contrast the effect of the movement upon the North and the South. Show how it revealed the growth of sectionalism, made abolition a political issue, and prepared the way for the formation of an anti-slavery party. Distinguish between the anti-slavery men and the abolitionists.

Note the leaders in the humanitarian and educational movements that occurred during this period and the reforms that were accomplished.

*B. Westward Expansion to the Pacific.* In the study of this period make clear to the pupils that slavery was a compelling factor in westward expansion, due to economic and political conditions and to the desire of the South to maintain in the Senate the balance of power between the free and the slave states.

Trace the leading events in the United States in the struggle over the annexation of Texas. Account for the position of the North and



the South on the question of annexation. Note the growing emphasis on the moral side of slavery—the Wilmot Proviso. Discuss the justice of the terms of the peace treaty.

On maps trace the routes and overland trails to California. Make clear the influence of the discovery of gold on its settlement, and show the obstacles met and the hardships endured by the “forty-niners.” Explain how California became a free state. Emphasize the effect of the debate of 1850 on the leadership of Webster, Clay, and Calhoun. Give the provisions of the Compromise of 1850 and make clear why it was considered a “finality.”

Oregon: Compare the extent of the territory called Oregon in 1844, 1848, and 1920; basis of the American and British claims; terms of the treaty of settlement with Great Britain.

Show how our expansion to the Pacific resulted in an increased interest in our commercial relations with the far East, and account for their increasing importance.

*C. Economic Development.* With maps show the location of the most important natural resources and industrial centers of the United States. Stress the importance of raw materials and markets to the modern industrial state. Pictures and small models of the inventions of the Industrial Revolution will be helpful in making clear the tremendous changes in industry that resulted in the destruction of the domestic system. Show how the development of manufactures affected the growth of cities, immigration, expansion of the suffrage, development of transportation facilities. See that pupils clearly understand the influence of the Industrial Revolution on national politics; in determining that the West would side with the East instead of with the South during the Civil War.

*D. The Period of Friction (1850-1860.)* The period shows how impossible it was to banish the slavery issue from the public mind.

Show how the attempted enforcement of the Fugitive Slave Law, the activities of the “Underground Railway,” the publication of “Uncle Tom’s Cabin,” relations with Cuba, and struggles for Kansas increased the feeling of sectionalism and proved that Congress was not able to settle the long controversy over slavery in the territories.

The importance of the Dred Scott decision and why it became a political issue must be carefully considered.

Account for the rise of the Republican party. Note its leaders. Show how the Lincoln-Douglass debates helped to make clear the slavery issues in the mind of the public. From the speeches and writings of Lincoln have the pupils work out the basic principles of Lincoln’s democracy. List the main planks in the Republican Party’s platform in 1860. Compare it with the Republican platform in the last national election. Give the result of the election of 1860.

## VI. Civil War and Reconstruction

*A. The Two Sides.* Compare the loyal states and the seceding states in area, population, and industrial strength. Use an outline map to show the free states and the slave states, indicating which ones did not leave the Union. This same map can perhaps be used to show the principal campaigns of the war. Make clear the feeling existing on both sides, pointing out how the South could be sincere even though standing for a principle that history has shown to have been wrong.

Give some attention to the personality and the policies of the leaders on each side, noting particularly how Lincoln made himself the master of all. Show wherein the Confederate Government was like and unlike that of the Union.

*B. Campaigns.* Show how the geography of the South—the mountains, the Mississippi River, other rivers, and the railroads—affected the military movements of the war. Make clear the change necessitated by the selection of Richmond as the Confederate capital. Emphasize the importance of the blockade as a means of reducing the South to submission.

Do not spend too much time on the details of battles. The two or three battles or significant campaigns each year of the war will be enough. The foremost generals on each side—Grant, McClellan, Sherman, Sheridan, Lee, Jackson, and Johnston—deserve mention.

A description of the battle of Gettysburg, fought on Pennsylvania soil, and of the siege of Vicksburg, may afford useful comparisons with the methods of fighting used in the Revolutionary War and in the World War.

*C. Other Factors.* Show how the South's dependence upon agriculture made it incapable of carrying on war most effectively, even though the loyalty of the slaves was of great help. Show how the railroads, north and south, contributed toward the success or failure of either side. Make clear the disappointment of the South at the failure of England and France to do more than recognize the belligerency of the Confederacy.

Show the means used by both sides to obtain soldiers for the army, and the activities of those at home to relieve and assist those in camp. Make clear that the sentiment in neither North nor South was one hundred per cent loyal. The means of acquiring money to carry on the war should be explained—loans, the issue of greenbacks, taxes, and the like—and the purposes of the establishment of national banks pointed out. Compare the difficulties of the North and the South in this matter.



*D. Results.* Make clear the two questions settled by the war as far as war can settle anything—that peaceable secession is possible under our Constitution and that slavery can no longer exist under our flag. Summarize the steps by which slavery was removed.

Show the military and economic exhaustion of the South and the industrial progress of the North induced by the war.

Show the impossibility of restoring friendly feeling between the sections at once; make clear how the death of Lincoln increased the bitterness of the North and was a real calamity to the South.

*E. Problems of Reconstruction.* The things that ought to have been done can be summarized as: resumption of peaceful activities, reorganization of government and industry in the South, and reconciliation of the two sections. Point out how readily the North returned to normal industrial progress and show the perplexities of setting free industry in motion in the South. Indicate why the political leaders in Congress left out of account the thought of reconciliation. Make appropriate comparisons with the reconstruction period after the World War.

*F. The Process of Political Reconstruction.* Explain the ideas of Lincoln as far as we know them and the policies instituted by Johnson. Show why Congress insisted upon a different policy. State the current theories of the political status of the South; explain the legislation actually enacted with reference to the restoration of the right of representation to the Southern states. In this connection the fourteenth and fifteenth amendments will need to be explained. Perhaps some discussion of their wisdom will be in order.

Incidentally, the quarrel between Congress and Johnson will be mentioned, with special reference to the impeachment as an illustration of that provision of our Constitution.

Make clear the effect of negro and carpet-bag government in the South and the resulting determination of the Southern whites to regain political power. The methods of the Ku-Klux-Klan need not be excused, though the circumstances giving rise to them should be understood. Show the steadily increasing dissatisfaction in both North and South with the use of Federal troops in the Southern states, until finally they were withdrawn by President Hayes.

*G. Party Politics.* Trace the rising discontent in the Republican Party with the congressional measures of reconstruction, culminating in the ill-fated Liberal movement of 1872. Show how the numerous scandals of Grant's presidency, personally honest though he was, caused a rapid increase of the Democratic vote.

The disputed presidential election of 1876 should be explained, and it should be made clear that the electoral commission created to settle it was a body without constitutional authority.

*H. International Relationships.* The attitude of the French Emperor and the British Government, so unpleasant to the North, should be explained. But it should be noted that among the mass of the English people an appreciation of the real issues of the war was strong. The attitude of the American Government in the Trent Affair and the Alabama Claims should be made clear. Russia's friendly policy and the resulting purchase of Alaska deserve mention. Do not overlook the successful application of the Monroe Doctrine to the French Emperor's venture in Mexico.

Suggest the seriousness of the disagreement of the governments of the United States and of Great Britain prior to 1871, and emphasize the great importance of the treaty in Washington as a landmark in the peaceable settlement of international disputes. Indicate the conclusions reached in each matter involved in each treaty.

An explanation of affairs in Cuba during Grant's presidency will help to make clear some of our later policies toward that island.

## VII. Industrial, Political, and Social Progress (1870-1914)

This period inevitably overlaps any other division of time that can be made. Probably it will be best to take up all the other topics relating to this general subject between the dates mentioned, leaving the international relations of the country to be considered later.

*A. Changes in Industrial Conditions.* Make clear the marvelous changes in methods and conditions in every form of industrial activity. Call special attention to the many inventions which have now come to seem necessities—the telephone, the electric railway, the automobile, and the like. Show how this helped tremendously to encourage the growth of factories and the doing of business on a large scale. Do not forget to make clear the importance of the use of machinery in agriculture; how it made possible the enormous farms of the West, and helped to compensate for the exodus of young people from the farms to the cities.

In connection with this the conservation problem will naturally arise. Point out the conflicting interests of those whose object is to get rich by the exploitation of natural resources and those who look to the future and the needs of those who are to come after us. Learn to appreciate the services of Roosevelt, Pinchot, and Van Hise in helping the public to understand this problem.

*B. The Growth of Big Business.* Trace the process of formation of great industrial enterprises. Show the special fitness of the corporation for handling business of this kind, and explain the tendencies which led to the formation of trusts. The Standard Oil Company serves as a popular illustration of this policy, but it need not be stigmatized as the worst of all offenders.

The railroads serve also as an example of centralization of business. Show, probably by maps, the integration of great railroad systems. Explain the objectionable practices which caused the railroads to become unpopular and led to restrictive legislation. Show why state regulation was insufficient, so that Congress had to begin a new exercise of its power to regulate the interstate commerce. The laws of 1887, 1903, 1906, 1910, and 1920 in regard to interstate commerce are of special importance.

The various acts for the regulation or prevention of trusts should also be mentioned. Explain the Sherman Act of 1890, its first serious attempt at enforcement under Roosevelt, and the relatively small accomplishments of this enforcement; also the Clayton Act of 1914.

*C. The Relations of Labor and Capital.* Discover reasons why large scale production inevitably creates relations between employers and workers entirely different from those prevailing under earlier conditions. Trace the organization of trades unions, sometimes contemporary with and sometimes the result of the combinations of capital, through their expansion into national and international unions. Explain the comparative failure of the Knights of Labor and the success of the American Federation of Labor.

The details of numerous strikes and lockouts and the disorders often attending them make unpleasant stories, but the causes and the results of the important ones deserve discussion. Important dates in this connection are 1887, 1892, 1894, 1902, and 1916. The passage of the Adamson Act in 1916 is an illustration of the influence acquired by railroad brotherhoods. It is desirable to urge tact and fair-mindedness in the discussion of these questions.

*D. The Development of Sections and Communities. 1. The West.* Enumerate the calls of the West to the enterprising or dissatisfied American—its mineral resources, its fertile soil when touched by the water, the attractive climate of many districts, the opportunity to get a new start, the chance that a man would be judged by what he could do himself. Make clear the part played by transcontinental railroads. Give credit due to men like James J. Hill, who had the vision to see what the West might become. Mention the importance of irrigation and the means adopted through private enterprise or national assistance to construct irrigation systems.

Bring out the open-mindedness of the West politically and its willingness to adopt new ideas, such as the initiative, referendum, and recall, and its early acceptance of woman suffrage.

Show the effect upon wealth and prices resulting from the absorption of most of the land available for free distribution under the



Homestead Acts. The growth of such business and commercial centers as Los Angeles, San Francisco, Seattle, Portland, Salt Lake City, and Denver deserves mention.

2. *The South.* Make clear the wonderful change of the South from a purely agricultural neighborhood to one which is rapidly becoming a region of varied industry. Show the advantages of the South for cotton manufacturing and point out the changes wrought by the working of its iron and coal deposits and lumber resources.

Study the services rendered by such men as Booker T. Washington in pointing out to the negroes their true way of opportunity and advancement, and give due credit for what the negro has accomplished in rising from the conditions forced upon him by slavery. Show the value of the closer relations between the North and the South resulting from industrial investments and travel. Make clear why the South politically has, with rare exceptions, stood by the Democratic party.

3. *The Growth of Cities.* Explain the tendencies, industrial, social, and political, that have attracted people into the great cities. Show the effect of railroads upon them and the special conditions which brought about the establishment and development of particular cities. Show how the congestion of population, the influx of many foreigners, and the lack of acquaintance with one's neighbors open the way to evils typical of city life. The political scandals and corrupt government with which many large cities have been afflicted should be mentioned and remedies suggested. \*

*E. Tariff Legislation.* Explain why the Civil War tariffs were continued after the war and the difficulties in securing reductions. Bring out the fact that until the time of Cleveland party opinion on the tariff was not crystallized to the extent that he forced it to be. Without going into details of rates and schedules, point out the distinctive features of the acts of 1890, 1894, 1897. Show how the feeling that duties were too high was partly responsible for the division of sentiment of the Republican party which came to a head during Taft's administration. In the same way as before, the chief characteristics of the Acts of 1909, 1913, and 1922, should be made clear.

*F. Financial Problems.* Explain the arguments for and against resumption of specie payment, which went into effect in 1879; the fallacy underlying the theory of the Greenback party.

It may be difficult to make clear to every pupil the principles involved in the discussion over silver coinage. Yet the reasons for the Act of 1873, which unintentionally was responsible for much later discussion, can be explained and the mistaken theory underlying much of later legislation made clear. Show that the world was

moving toward the use of gold as a single standard in its currency, and that many Americans failed to realize that this country could not safely have a different standard of coinage from other civilized nations. The features of the Bland-Allison Act of 1878, and the Sherman Silver Purchase Act of 1890, the repeal of the purchase clause in 1893, the famous "16 to 1" campaign of 1892-1896, and the Gold Standard Act of 1900 need mention.

Show some of the weaknesses in the banking act of 1863 and the various provisions about paper currency which were partly responsible for the seriousness of some of our financial panics. Make clear the chief features of the great Federal Reserve Act of 1913 under which we are now working.

Perhaps under this heading may be properly mentioned the financial panics or business depressions of 1873, 1893, 1897, 1907 and the less serious ones of later years. Point out the causes of these, as far as they can be determined, and the foolishness of putting the blame for panics upon the political party which was in power when they came to a head.

*G. Party History (1877-1913).* Indicate the relatively slight difference in the platforms of political parties in many of our presidential campaigns, resulting in the casting of ballots by the voters on the basis of party membership or preference for an individual candidate, rather than on the merits of a distinct issue. Show the development of party organization leading to factional fights within parties, especially in the Republican party in the years around 1880. Bring out the increased interest in a clean civil service and the progress made toward civil service reform under Cleveland, Roosevelt, and late presidents.

Show the effect in particular elections of Cleveland's attack on the protective tariff, Bryan's dramatic silver campaign, the personal popularity of Roosevelt, and the rise of the insurgent or progressive movement of the Republican party. The 1912 election, which gave the Democratic party its greatest opportunity in half a century, deserves special attention, and the reasons for the collapse of the Progressive party movement should be explained. Emphasize the tendency everywhere, particularly in the West, for voters to become less restricted by party names.

Perhaps in this connection the rise and expansion of the Socialist party may be appropriate.

*H. Race Problems.* Make clear the difference between the immigrant of the middle of the nineteenth century and the typical immigrant from the period of 1880 onward in racial inheritance and adaptability to American institutions. Point out the tendency of almost all peoples of whatever European ancestry to retain to some



extent the prejudices inherited from European ancestors. Bring out the effects upon our political, social, and industrial life of these prejudices, of low standards of living, and of incapacity for assimilation into American society. Mention the chief provisions of the various laws regulating immigration. Discuss the present law.

Trace the changed attitude of the Californians toward the Chinese from welcome to hostility, pointing out the reasons for the change. Explain the more recent controversies with Japan over questions affecting Japanese on the Pacific Coast, pointing out why it has not been possible to deal with the Japanese immigration in just the same way as the Chinese.

Make clear that the feeling between the whites and the blacks is the same under similar circumstances whether it be North or South. Lynching and race riots have not been limited to states where the negro population is the largest, though naturally more numerous in such states. Notice the political expedients by means of which the negro vote in the south has been made ineffective.

In the discussion of all these race problems emphasize the need of harmonious adjustment.

*I. Movements for Social and Industrial Reform.* Bring out the constantly rising feeling that the welfare of all the people deserves more consideration than the selfish interests of any group, and that if the rights of property owners conflict with the well-being of individual citizens the latter must have first consideration. This desire for social justice was one of the causes of the Progressive movement of 1910-1912 and would have doubtless given that party longer life if the other parties had not realized its significance. Probably a detailed discussion of most of the questions involved under this topic belongs in our Problems of Democracy course, but the fact of its rise and the principal phases of its progress are events in history as well. Workmen's compensation acts, laws regulating the conditions of labor for men as well as for women and children, tenement house laws, and mothers' compensation acts, are examples of this legislation which has resulted from the humanitarian tendencies of recent years.

Special attention should be given to the progress of education: the growth of our public school system, the development of public libraries, the community center idea, and the other plans for social improvement. The prime importance of such factors in the prosperity of the farm must receive notice.

Emphasize the movements for the promotion of higher standards of morals and conduct. The demand for stricter laws governing marriage and divorce and the movement for prohibition of the liquor traffic deserve careful attention.

Political changes resulting from the demand for social and industrial reform have been numerous. The income tax amendment, resting on a desire to put the burden of taxation on those who can bear it; the popular election of United States senators, due to a wish to make the entire government representative of the people directly; the constantly increasing adoption of the initiative, referendum, and recall and of the commission and city manager plans of government; and the granting of equal suffrage to women, hastened though it was by the political exigencies of the 1920 campaign, are all inevitable outgrowths of a popular spirit demanding equality and real democracy. These facts must be recognized, whether or not we believe fully in the wisdom of any particular proposition.

### VIII. The United States as a World Power (1898-1921)

*A. The Doctrine of Isolation.* Explain the belief of the average American for many years that the United States could and ought to keep itself from any connection with international problems outside of its immediate geographical relationships. Point out the abandonment in part, perhaps unconsciously, of this isolation policy during the '80s and '90s. Mention Secretary Blaine's aggressive diplomacy, the intervention in Samoa, and the Hawaiian Annexation Treaty of 1893. Show how Blaine's Pan-American policy and the interpretation of the Monroe Doctrine by Cleveland and Olney in the Venezuela boundary dispute indicated a determination to adopt a policy of New World leadership which would inevitably lead to wider international contacts.

*B. Spanish-American War.* Name the various motives which caused the United States to go into conflict—our interest in Cuba, the destruction of the Maine and other reasons perhaps less creditable. The military and naval story of the war, centering around Manila and Santiago, can be told very briefly. The drawing up of the protocol and the making of peace will also be easy to relate.

*C. Colonial Responsibilities.* Point out the unexpected result of the war in the acquisition of the Philippines and explain the unwillingness of some Americans to accept the responsibility for the administration of Philippine affairs. Show how this was carried on, the opposition of the natives suppressed, and finally a large measure of self-government bestowed on the Islands. In the same way indicate our policy toward Porto Rico. See that the pupils understand clearly our relations to Cuba, where we assumed responsibilities for maintaining order but did not acquire any title to ownership.

*D. Our Asiatic Policy.* Bring out the opportunity and obligation afforded us by reason of our presence in the Philippines to have a voice in affairs of the Far East. The suppression of the Boxer

rebellion and the subsequent settlement of the Chinese affairs are important. Set forth the service of John Hay as Secretary of State and the fairness and effectiveness of his open-door policy in China.

Show the reasons for the perpetuation of good-will between the United States and Japan and explain why any misunderstanding has arisen between the two countries. Speak of the "gentlemen's agreement" between the two nations and their honorable adherence to it as evidence of the desire of the two governments to be fair and reasonable. Why has this policy been abandoned by us?

*E. The Panama Canal.* Give the arguments urged in the United States at the end of the 19th century in favor of a Central American canal, and show why the French undertaking failed. Explain the reasons for and the provisions of the Hay-Pauncefote treaty.

Relate the circumstances connected with the efforts to make a treaty with Colombia and explain the outcome—the secession of Panama and the Bunau-Varilla treaty. Tell the story of the American construction of the canal as a proud accomplishment of the American government itself.

To make the story complete, add a discussion of the canal tolls argument with Great Britain and the treaty paying compensation to Colombia. Show why Great Britain's position on the tolls question was not mere wanton interference in a purely American matter.

*F. American Relations with the rest of the New World.* Explain the reason for our interest in Mexico because of geographical nearness and other causes. Indicate why there was some demand for American intervention when conditions in Mexico were so disordered. Show why Wilson adopted a policy of "watchful waiting" and discuss whether it turned out well.

Point out the responsibilities forced upon the United States by a broadly interpreted Monroe Doctrine, when the so-called republics of Central America and the West Indies would not or could not pay their debts or keep order. Specify the action of the American Government under Roosevelt, Taft, and Wilson in connection with Cuba, San Domingo, Haiti, and Nicaragua.

Make it clear that the Monroe Doctrine is not so thoroughly popular in Mexico and in Central and South America as in this country, and why. Try to find time for a survey of the main facts in the history of the other New World republics, pointing out improvements in political self-control and industrial well-being.

Give some attention to the economic and commercial possibilities of these countries, noting especially the A. B. C. powers.

*G. Movements for World Peace.* Show why the United States was interested in the Hague Peace Conferences and disappointed that they were not more fruitful in proposing means of preventing war. Note



our effort to recognize the Hague Court by promptly referring to it an important dispute with Mexico of long standing.

Point out Roosevelt's personal services in ending the Russo-Japanese War, and indicate his views that preparedness, especially naval, was a "big stick", the possession of which would help to keep peace rather than to provoke hostilities.

Note the arbitration treaties for which Roosevelt and Root were responsible, and the more far-reaching ones proposed by Taft, most of which failed because of senatorial opposition. Observe a partial change of front by the Senate, which made possible the ratification of many arbitration treaties prepared by Secretary Bryan.

*H. The World War.* A detailed history of late events in Europe is not necessary; but a knowledge of the Triple Alliance and the Triple Entente, of the threatening possibilities in the Balkans and other danger points, and of the burdensome military policies of the European nations is essential to the understanding of a war which, though feared and predicted by keen observers, came as a shock to most of the world. The circumstances of Austria's ultimatum to Serbia, the German declarations of war and invasion of Belgium, the entrance of each of the great nations into the war, and the general course of events up to 1917 should be traced in broad outline.

Make clear the reasons for a division of sentiment in this country and a lack of concern at first as to its outcome. Show how public opinion was turned toward the Allies by German atrocities in Belgium and France and by the inhuman submarine warfare, of which the Lusitania case was a shocking example, as well as by fires and explosions in American factories, which could hardly have been all accidental. Observe that the uncertainty of the public mind was reflected as late as the election of 1916, when many voted for Wilson, especially in the West, because "he kept us out of war," while others supported him in endorsement of the strong tone of his notes to Germany.

Trace the steadily rising tide of feeling against Germany because of her broken promises and disregard of our rights as a neutral nation, until when President Wilson recommended a declaration of war he was heartily supported by the great mass of people. Make clear the twofold motive of America in the war, to assure that American rights would be safeguarded now and in the future, and to save the cause of democracy and civilization from possible disaster. "Pershing's Crusaders" was not an inappropriate term.

Show that, outside of the navy, we had to build up our fighting machinery after getting into the war. The mobilization of industry

for war purposes, the borrowing of many billions of money from the people through the Liberty Loans, the Selective Service Acts, which took nearly 4,000,000 young men out of civil life, the construction of merchant ships to carry needed supplies across the Atlantic, the putting of an army of 2,000,000 men in France before our Allies believed it possible, are accomplishments to be proud of.

Such names as Chateau-Thierry, St. Mihiel, and the Argonne will suggest the fields of action which will go down in our history with the places made famous in other wars. Give due credit to the messages and addresses of President Wilson, which set forth American ideas in choice language and gave to the allied cause a moral fervor which had not before found effective voice.

*I. The Peace and the League of Nations.* Point out the relative suddenness with which the collapse of the central powers occurred, so that the victors did not fully know their own mind about the terms of peace, since neither President Wilson's "Fourteen Points" nor any other statement from allied leaders had been specific in detail. Show also that the completeness of the victory (except that German soil had not been invaded) encouraged the temptation to gratify greed and revenge rather than to seek a settlement based solely on justice and the permanent preservation of peace. Note also the conflicting views and interests of so many nations, which made it impossible to satisfy everybody.

Study the principal terms of the Treaty of Versailles, especially the proposed League of Nations, and note briefly the steps by which it was ratified and put into operation. Perhaps the unpleasantness of the controversy over its acceptance by this country is too recent to permit final judgment on many of its phases; but the principal motives—some political, some personal—which inspired the Senate to insist on reservations which President Wilson would not accept can be stated, along with the chief arguments for and against its ratification.

Urge the pupils to pay close attention to current or future developments in connection with the peace settlement or any form of international association or coöperation to prevent war; for example, the various treaties growing out of the Washington Conference 1921-1922, and the Locarno Conference, 1925.

*J. Another Era of Reconstruction.* Show that the hostile feeling awakened by the war delayed in both Europe and America a return to peaceful conditions, and that the reaction from the sacrifices required by the war tended to breed extravagance and selfishness. In nearly all the allied nations, the administration in power suffered



defeat in the elections held in 1919 and 1920. Note that the political difference between the President and Congress after March 4, 1919 retarded the progress that otherwise might have been made toward "normalcy."

Labor disturbances such as the coal strike in 1919, and attempts at their settlement such as the industrial conferences at Washington deserve mention. The provisions of the Esch-Cummins Act of 1920 with reference to the railroads should be explained. Point out the tendencies leading at first to an undue continuance of war prices and later toward business stagnation, and show that recovery from such conditions must be gradual rather than sudden. Show why the agricultural interests of the country first felt the press of low prices. See that the class become interested to follow closely and intelligently tariff legislation and other measures for industrial reorganization. The Washington Conference, 1922, with its resulting treaties, deserves careful consideration.

## TOPICAL OUTLINE FOR REVIEW

## I. The Westward March of Civilization

## A. Occupying a new continent

1. Forces leading to exploration and discovery
  - a. Political
  - b. Economic
  - c. Intellectual
2. Discoveries and exploration
  - a. The voyages of Columbus, the Cabots, Magellan, and Vasco da Gama
  - b. The development of geographical knowledge concerning North America by the Spanish, French, Dutch, and English explorers
3. Colonization
  - a. European conditions favoring colonization
  - b. Permanent settlements made by the English, French, Dutch, and Spanish nations
4. Colonials cross the Alleghenies
  - a. Tennessee—William Bean
  - b. Kentucky—Daniel Boone

## B. Growth of territory

1. Territory of the United States in 1783
2. Louisiana Purchase, 1803
3. Florida, 1819
4. Westward to the Pacific—slavery a conscious factor in westward expansion
  - a. Annexation of Texas, 1845
  - b. Territory acquired through the Mexican War, 1848
  - c. Gadsden Purchase, 1853
  - d. Settlement of the Oregon boundary question, 1846
  - e. Purchase of Alaska from Russia, 1876
5. The rise of our colonial empire
  - a. Annexation of Hawaii, 1898
  - b. Acquisition of Porto Rico, the Philippines, and Guam at close of Spanish-American War, 1898
  - c. Acquisition of Panama Canal strip, 1904
  - d. Purchase of Danish West Indies, 1917

## C. Discovery and exploration of new lands: the work of Lewis and Clark, Pike, Dr. Whitman, John C. Fremont

## D. Governmental policy toward new acquisitions

1. Organization of the Northwest Territory—Ordinance of 1787
2. Disposal of public lands in the west
3. Granting of territorial governmental to Hawaii, Alaska, and Porto Rico
4. Our colonial policy in the Philippines
5. Our policy of protectorates—Haiti, Santo Domingo, Nicaragua

## E. Advance of the people

1. Occupation of the Mississippi Valley
2. Extension of the southern planting system to the southwest
3. Growth of the far west after 1860

4. Immigration
  - a. Nationalities represented in the original groups
  - b. Coming of the Irish, Scandinavians, and Germans in the middle of the nineteenth century—causes, results
  - c. Immigration and immigration questions after 1890
    - (1) Change in nationalities
    - (2) Changes in economic opportunities
    - (3) History and problems of Asiatic immigration
    - (4) Restrictions on immigration
5. Center and frontier of population
  - a. Increase in density of population
  - b. Growth of urban population
  - c. Westward movement of the center of population
  - d. Disappearance of the frontier—effect upon national life

## II The Development of our Democratic Government

### A. State Governments

1. Colonial systems of government
2. Colonial governments become state governments as a result of the Revolutionary War—State constitutions formed
3. State governments under the Articles of Confederation
4. State governments under the Constitution
  - a. Powers in general
  - b. Increased democratic control after Jacksonian era
  - c. State vs. National Government—State rights, nullification, secession, Civil War and its results
  - d. Development since the Civil War—initiative, referendum, recall, direct primary

### B. National Government

1. United control of the colonies by Great Britain
2. Steps in the development of an independent nationality
  - a. New England union
  - b. Albany convention—Franklin's plan
  - c. Stamp Act Congress
  - d. Committees of Correspondence
  - e. First and second Continental Congress
  - f. Declaration of Independence
  - g. Articles of Confederation
  - h. Constitution
3. National government under the Constitution
  - a. Analysis of the Constitution
  - b. Extension of the power of the national government by interpretation of the Constitution—Hamilton, Marshall
  - c. Effect of the Civil War in strengthening the national government
  - d. Strengthened nationalism goes hand in hand with greater democracy
    - (1) Jeffersonian democracy
    - (2) Jacksonian democracy
    - (3) Civil War—13th, 14th, and 15th amendments
    - (4) 17th and 19th amendments

### III. The Rise and Growth of Political Parties

#### A. Before the Civil War

1. Origin of political parties in the United States
2. Federalist vs. Jeffersonian Republican, 1790-1816
3. Leaders
  - a. Federalist—Hamilton, John Adams, John Marshall
  - b. Jeffersonian Republican—Jefferson, Madison, Monroe
4. "Era of Good Feeling," 1816-1824. No organized party opposition
5. Democrat vs. Whig, 1832-1856
6. Leaders
  - a. Whig—Clay, Webster
  - b. Democrat—Jackson, Calhoun

#### B. After the Civil War

1. Republican vs. Democrat, 1856—present
2. Leaders
  - a. Republican—Lincoln, Blaine, McKinley, Roosevelt
  - b. Democrat—Tilden, Cleveland, Bryan, Wilson
3. Minor political parties

### IV. Economic Development of the United States

#### A. Agriculture

1. Colonial agriculture
  - a. Land holding in New England and the Middle Colonies
  - b. Land holding in the Southern Colonies
  - c. Labor force
    - (1) In the northern colonies every man a worker—slavery impracticable
    - (2) In the south, character of colonists and climate make a cheap labor supply indispensable—negro slavery introduced in 1619
    - (3) Indentured servants
    - (4) Invention of the cotton gin (1793); effect of the introduction of cotton culture upon slavery
  - d. Social life
    - (1) Democratic life in the northern colonies,—work honorable, workers own the land
    - (2) Society aristocratic in the South, workers have no share in the ownership of the land
2. Agriculture in the nineteenth century
  - a. The public lands
    - (1) Origin and importance of the public lands
    - (2) Economic effects of the Homestead Act, 1862
  - b. Northern agriculture to 1860
    - (1) The long continued wars in Europe create foreign demand for American products
    - (2) The cultivation of the Ohio Valley stimulates internal improvements
    - (3) Traffic down the Mississippi river
    - (4) Improvements in farm implements

- c. Southern agriculture to 1860
  - (1) Extensive cultivation of cotton based on slave labor
  - (2) The evils of slavery
- d. Effect of agriculture upon politics before the Civil War
  - (1) Free states vs. slave states
- e. Effect of the Civil War on agriculture
  - (1) Dislocation of southern industry—agriculture
  - (2) Great impetus given in the North to the manufacturing of agricultural machinery
  - (3) The farmer and the railroads
  - (4) The Granger movement
  - (5) The war tariffs and their effects on agriculture
  - (6) Organization of the Department of Agriculture, (1862) and its work
  - (7) The problem of freight rates
- f. Present agricultural problems
  - (1) Regeneration of the South
  - (2) Irrigation and reclamation
  - (3) Need of intensive farming
  - (4) Cheaper means of transportation
  - (5) Our relations with Canada

## B. Communication and Transportation

- 1. Early methods of communication and transportation
  - a. Rivers supply highways for early colonists: Value and importance of portages
  - b. The sea an important means of communication
    - (1) Numerous harbors develop seaports
    - (2) Effects of excellent water communication
  - c. Colonial roads
  - d. The postal system
    - (1) First general postal system, 1775
    - (2) Later improvements in the mail service
    - (3) Advantages of cheap and efficient postal service to the nation
  - e. Three important periods of transportation
    - (1) The turnpike period, from Revolutionary War to 1812
    - (2) The river and canal period, 1816-1840
    - (3) The railroad period, from 1840 to the present day
    - (4) Contrast between the railroads of the South and of the North before the Civil War
    - (5) Intense activity in railroad building, 1860-1880
    - (6) The period of consolidation
    - (7) Later attempts to strengthen the Interstate Commerce Commission
- 2. Rapid extension of transportation and communication facilities in the twentieth century

## C. Industry

- 1. Colonial industry—products, tools, and methods of work
- 2. Industrial Revolution in England
  - a. Revolution in methods and means of work—principal inventions
  - b. Effect upon the individual, the community, the nation



3. Introduction of the industrial revolution into America; Development of the factory system in the North
4. Character and location of industry before the Civil War
5. Development since the Civil War
  - b. Industrial centers
  - c. Extension of industrial system to the south
6. Rise and development of trusts
  - a. Large scale production
  - b. Tendency of business to organize to control staple products
  - c. The modern business corporation: its characteristics, methods of raising capital, effects on labor and on politics
7. Rise and development of organized labor
  - a. Growth of organized labor
    - (1) Early phases before the Civil War
    - (2) Knights of Labor
    - (3) American Federation of Labor—policies, politics, contests with radicals
  - b. Problems of today
    - (1) Contests between labor unions and capitalists
    - (2) Safeguarding the interests of the public
  - c. Employers' attempts at solution of problems
    - (1) Profit sharing
    - (2) Stock distribution
    - (3) Shop councils
    - (4) Welfare work

## V. Governmental Control of Economic Forces

### A. Public utilities

1. Growth of utility companies at close of 19th century
2. Tendency to water stock
3. Corrective measures
4. Functions of state public service commissions
5. Federal public service commission, 1887
6. Railroad commission, 1916
7. Government operation of railroads during the war

### B. Trusts and Monopolies

1. The Sherman Act, 1890
 

To protect trade and commerce against unlawful restraints and monopolies
2. Bureau of Corporations, 1903
3. Federal Trade Commission, 1914
4. The Clayton Act, 1914

### C. Currency

1. Colonial
2. Revolutionary
3. Under Articles of Confederation
4. Under the Constitution

## D. Finance

1. Colonial finance
  - Barter, substitutes used for money, coins, colonial paper money
2. Revolution to confederacy
  - a. Depreciation of the currency
  - b. Domestic and foreign loans
  - c. Effort to secure a national tax
  - d. Bank of North America
3. Early National finance, 1788-1861
  - a. Taxation
    - (1) Slaves taxed up to 1808
    - (2) Excise tax on whisky
    - (3) Direct taxes
  - b. Coinage
    - (1) Congressional power to coin money
    - (2) Mint established at Philadelphia
  - c. Treasury Department: Hamilton's financial measures
  - d. First United States Bank, 1791
  - e. Second United States Bank, 1816
    - (1) Jackson's war on the Bank
    - (2) "Pet banks"
  - f. Independent treasury
    - (1) Failure of pet banks
    - (2) Panic of 1837
    - (3) Independent Treasury established, 1840
4. Civil War Finance
  - a. Early measures
  - b. Civil War greenbacks and specie payment
  - c. Legal Tender Act, 1862
  - d. National Banking Act, 1863
5. Finance after the war
  - a. Character of the debt of Civil War
  - b. Greenbacks and resumption
  - c. Banking and taxation
  - d. Later war finance
    - (1) Spanish-American War
    - (2) World War

## E. The Tariff

1. British colonial system
2. First tariff under the Constitution
3. The American system
  - a. The new government's need for money
  - b. Need for protecting "infant industries"
  - c. High protective tariff, 1816-24
4. Other protective tariffs
  - a. "Tariff of Abominations", 1828
  - b. Tariff of 1832
    - (1) Nullification by South Carolina
    - (2) Clay's Compromise Tariff
5. Development to Civil War—attitude of South and West
6. Republicans and Civil War tariffs

7. Revival of tariff controversy under Cleveland
8. Tariff legislation after 1890
  - a. McKinley bill, 1890
  - b. Wilson bill, 1893
  - c. Dingley act, 1897
  - d. Payne-Aldrich act, 1909
  - e. Underwood bill, 1913
  - f. Recent legislation

## VI. Intellectual and Social Progress

### A. Elementary Schools

1. Colonies
  - a. Puritan public school in New England
  - b. Private schools
  - c. Schools founded by religious sects
  - d. Private tutors in the South
2. Northwest Territory
3. Horace Mann and his work
4. Child labor laws
  - a. State legislation—Pennsylvania
  - b. Federal legislation
5. Vocational training

### B. Secondary Schools

1. First high school established in Boston, 1821
2. Rapid spread of high schools after the Civil War

### C. Colleges and Universities: Harvard, Yale, Princeton, Pennsylvania, Columbia, all before 1800

### D. Educational Agencies

1. Business schools
2. Correspondence schools
3. Y. M. C. A.
4. Corporation schools

### E. Moral Development

1. Slavery
  - a. Opinions of the colonists
  - b. Revised views due to economic factors
  - c. The Abolition movement
2. The Liquor question
  - a. Colonists' views
  - b. Whisky Insurrection
  - c. Prohibition movement
3. The divorce evil

### F. Laws for the control of labor conditions

1. Safety requirements for labor in mines, in factories, and on railroads
2. Protection of working women and children

## VII. Foreign Relations of the United States

## A. American Policies

1. Declaration of Independence
2. Washington's contributions
  - a. Neutrality proclamation, 1793
  - b. Farewell address, 1796
3. Monroe Doctrine
4. Lincoln's contributions
  - a. Conciliation—The Trent Affair
  - b. Enforcement of neutrality
    - (1) The Alabama Case
    - (2) Doctrine of continuous voyage
5. Wilson's contributions
  - a. Neutrality
  - b. Internationalism
    - (1) The fourteen points
    - (2) Idea of a league of nations

## B. Foreign Relations

1. With France
  - a. Treaties
  - b. Agreements and conventions
2. With England
  - a. Wars
    - (1) Revolution—Treaty of Paris, 1783
    - (2) War of 1812—Treaty of Ghent, 1814
  - b. Boundary disputes
    - (1) Northeastern—Webster-Ashburton Treaty, 1842
    - (2) Northwestern—Treaty of 1846
    - (3) The Great Lakes: Convention relating to naval forces on the Lakes, 1817
  - c. Commercial Relations
    - (1) Treaty of Commerce and Navigation, 1815
    - (2) Convention respecting fisheries, 1818
    - (3) Clayton-Bulwer Treaty, 1850
    - (4) Treaty of Reciprocity, 1854
    - (5) Treaty for the suppression of the slave trade
    - (6) Bering Sea Controversy: Treaty of 1892
    - (7) Hay-Pauncefote Treaty, 1901
  - d. Claims: Alabama Claims—Treaty of Washington, 1871
  - e. Has Arbitration Prevented War?
 

Experiences of United States and Great Britain

    - (a) Webster-Ashburton Treaty
    - (b) Oregon Boundary Treaty, 1846
    - (c) Treaty of Washington, 1871
    - (d) Venezuela Affair
3. With Germany
  - a. Rights of neutrals
  - b. Violations of international law
  - c. Participation in the World War
  - d. Treaty of peace, 1921
4. With Central and South America
  - a. Instances of application of the Monroe Doctrine
  - b. Pan-American Union

5. Problems of the Pacific
  - a. Part of the U. S. in the opening up of China and Japan
  - b. John Hay's "open door policy"
  - c. The Samoan controversy
  - d. Treaties of Washington, 1922
6. Relations with other nations
  - a. Treaties of commerce, amity, and navigation
  - b. Extradition of criminals

#### C. Treaties of Importance

1. Treaty of Paris, 1783
  2. Webster-Ashburton Treaty, 1842
  3. Clayton-Bulwer Treaty, 1850
  4. Treaty of Washington, 1871
  5. Hay-Pauncefote Treaty, 1901
  6. Treaty with Germany, 1921
  7. Treaties of Washington, 1922
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## PROBLEMS OF DEMOCRACY

# PROBLEMS OF DEMOCRACY

Twelfth Year

## I. THE NEW SOCIAL ORDER

We are coming to see that the world is passing into an epoch of profound social change; that, in fact, we are in the midst of a social evolution such as perhaps the world has never before seen. These changes have been upon us, both in institutional life and in point of view, since the opening of the twentieth century. Without the World War this might all have come gradually, as a phase in world progress. With the War this evolution is hastened immeasurably, and history will call it a revolution.

Lowell tells us that "New times demand new measures and new men." And the days of social reconstruction that are to follow this world overturn will call for the finest kind of trained intelligence and the most consecrated devotion to the public welfare. Partnership in the Democracy of Tomorrow will demand the highest type of citizenship. How are we going to get it? Only through education, and that means primarily only through the schools.

The indications that a new social order is approaching may be grouped under three heads: first, the coming of a more fraternal international spirit; second, the development of a stronger spirit of nationality; and, third, the growth of democracy—industrial, social, political.

Unfortunately, as we too well know, there are serious obstacles in the way of these changes. For example, the development of a fine international spirit is met by differences in speech and in racial characteristics, and by international rivalries and suspicions. A stronger spirit of nationality has to overcome such handicaps as the geographic and racial diversity of our country, and the many remnants of states rights in both theory and practice. The growth of democracy has many obstacles to encounter: the unassimilated people among us; inequalities in economic status; the growth of a leisure class; unequal educational opportunities, due to economic pressure to leave school early; a slow recognition of the essential equality of handwork with brainwork; the tardy recognition of the necessity of coöperation between Capital and Labor.

All of these problems, and many others, were pressing for solution before the War. The War has but accentuated their gravity, and lent new importance to attempts at their solution. The twentieth century has witnessed the growth of numerous agencies, public and private, to meet and overcome these forces of inertia and conservatism, and gradually the world is working toward at least a partial solution of these problems.

## THE NEW SOCIAL SCIENCE AND THE NEW SOCIAL ORDER

### A. Aims of the Course

What may teachers of the social studies do to help bridge over the space between the old order and the new? How can the New Social Science meet the demands of the New Social Order?

First. Lay a basis for good citizenship in the Civic Virtues—obedience, courtesy, truthfulness, honesty, thrift, self-control, etc.—through the formation of right habits and the unconscious setting-up of high ideals.

Second. Give an insight into Community Coöperation—that is, the way in which individuals coöperate to meet common needs, and the interdependence made necessary by the coöperation.

Third. Discuss the Elements of Civic Welfare—for example, health, protection of life and property, education, recreation; and the public and private agencies through which they are served.

Fourth. Study Social Problems—those problems of democracy the solution of which is to mean so much for human progress.

Fifth. Put the “enacting clause” into this entire twelve-year program of training in citizenship by developing a Curriculum of Activities of a civic nature—social, economic, political.

Such a program, continuous and cumulative, can hardly fail to educate a race of citizens for this great Republic who will have a trained intelligence, a civic conscience, and unflagging zeal in meeting the duties and responsibilities of good citizenship.

### B. Problems of Democracy—Two Methods of Approach

Passing over the intermediate stages, which have already been considered, and coming at once to the Social Science for the senior year of the high school, two principal methods of approach suggest themselves for this study of social problems:

First. A study of the elements of sociology, economics, and political science, using social problems to illustrate the fundamental principles or theories of each.

Second. A discussion of social problems, going to the social sciences for explanation and possible solution.

The first method is solid, basic, and often gets results that are satisfactory to the teacher and apparently so to the pupil. But its psychology is faulty to a degree. It exactly reverses the normal action of the young mind, and of the older one, too, for that matter. Moreover, the practical results often prove to be disappointing in the long run.



### C. The Problem Method

Young people, as has well been said, "face problems or conditions and not sciences." But they must go to the sciences for explanations of these problems, for remedies for these conditions. The order of interest and appreciation is always from the effect, that is near and known and felt, to the cause, that is remote and unknown and not felt, and then to the remedy, that is the final object of the search. Hence the order of study and investigation is, naturally, from the problems and conditions that interest to the sciences that explain. The ground covered in this study of social problems will include the elements of sociology, economics, and political science.

Nor must we forget to review the historical background of these problems, gained in the preceding study of history, so that in our search for remedies we may take advantage of past successes and past failures in dealing with similar problems. And, finally, in order to arouse the keen interest of the pupils and stimulate them to possible action, recourse must often be had to that "human interest" touch that can be given only by those masters of literary expression whose stories or poems are a part of our literary inheritance.

The belief is growing, and numerous experiments confirm this belief, that the problem method trains the young citizen to investigate, to think, to judge, to act. It is founded on the doctrine of interest, which means a maximum of work and accomplishment with a minimum of effort. True as this may be in other lines of study, it is preeminently true in the field of the social sciences. No other method is now seriously thought of in the teaching of junior high school civics, and already it is finding its way into the study of senior high school history. What more natural and inevitable than that, in the near future, it should become a matter of course in the study of senior high school social science?

Now as to the tests to be applied in the selection of the topics. These topics (problems) should be of interest to the class, to the local community, to society at large. Moreover, they should throw light on certain fundamental concepts that should be a part of the mental equipment of every citizen and especially of those high school graduates who are to become civic leaders in their respective communities.

### D. The Teacher's Equipment

There are five successive needs in the teaching of social problems: first, certain fundamental concepts, which the teacher should have in the back of his mind ready to inject into the minds and hearts of his pupils through the discussions of the various problems; sec-

ond, groups of theories, methods, devices, or procedures—sociological, economic, political—that help in the solution of the problems, and with which the teacher should be thoroughly familiar; third, a classified list of the problems themselves; fourth, a list of books for class study, and of advanced reading for the teacher; fifth a number of problems, outlined in some detail, with selected references for class use. Accordingly, the plan is presented in this order.

The topical outlines given below are merely examples of what may be undertaken by the seniors in any Pennsylvania high school which has fairly good library facilities. The references are to books of secondary school grade or to periodical literature.

With the aid of the following suggestions and material it is hoped that the study of Social Science in the senior year of high school may become what it ought to become—the culminating year of a twelve-year program of training in citizenship.

## SOME FUNDAMENTAL CONCEPTS IN THE SOCIAL SCIENCES

The following Concepts should be clearly comprehended by the teacher, but are not to be taught directly to the class. Rather, they should be gradually filtered into the inner consciousness of the pupils as they wrestle with the problems they are investigating. In other words, these Concepts should be a sort of by-product of the course.

1. *The Geographic Basis of Society.* The history of civilization cannot be understood without appreciating the role played by such geographic factors as soil and other natural resources, climate, contour, and accessibility to the sea. The earliest civilizations were in spots so favored by nature as to be able to produce a surplus of wealth and leisure, sufficiently large for the beginnings of the arts and sciences. Mountains, oceans, or desert, or other natural protection from less advanced neighbors, also aided. Climate, soil, and natural barriers made Egypt possible. Phoenicia and England alike owe their mastery of the sea in large measures to location. The greatness of America depends upon her number of geographic factors, not the least of which are her vast natural resources of mines, forests, and water power.

2. *Physical Heredity.* Heredity is organic resemblance based on descent. Characteristics that are hereditary are carried in the germ-plasm. One's heredity is determined for all time at the instant of conception. This means that an individual born at the normal time has a nine month's prenatal environment. This is often of utmost significance, for although what is written in the germ-plasm "can not

be changed by act of Parliament," nevertheless Parliament can pass acts protecting the expectant mother by prohibiting factory work during a certain period before child birth. In the realm of physical characteristics, resemblance based on biologic descent is often easy to trace. In the realm of mental and moral characteristics, opportunity and one's social heredity play so important a part that it is extremely difficult if not impossible, with our present knowledge, to assign a definite role to heredity.

3. *Social Heredity.* Social Heredity is a collective term for customs, traditions, codes of ethics, and religious teachings which have come down from the past. They constitute a great social force exerting a powerful influence on human behavior. It is this invisible, intangible environment of thought into which an individual is born that often binds him like "hoops of steel." The teaching of the leaders of thought in China long held the Chinese bound to the past. The peasant of Europe has long been a creature of his world of thought; while "Yankee" traditions of resourcefulness have done much to develop inventiveness in American youth.

4. *Social Institutions.* Man had hardly assumed the upright position before he discovered that he had certain needs that could not be met by his physical environment alone. To provide increasing care for his offspring the institution of the family evolved. To propitiate the spirit world the institution of the Church evolved, adding later more worthy functions. The State was first called into being to afford protection from surrounding tribes, and to administer the elements of justice. Gradually other institutions, such as the School, were added as the needs arose.

Usually certain functions of the older institutions were assigned these later institutions. Thus education was at one time in the sole possession of the Family and Tribe, and later it came largely under the wing of the Church. The history of man's social institutions shows a marked tendency for institutions to crystalize. Though they may have met perfectly the needs of the time when first organized, with changing conditions they tend to lag behind. This is due to the natural conservatism of their votaries and disciples. If they fail to respond to the new needs, Revolutions and Reformations occur. More often they evolve gradually until they again approximately fulfill their respective functions.

5. *Self-directed Social Progress.* In the past social progress has come by the slow process of "trial and error." It was not until the advent of the scientific method, with its use of controlled experiments, that man made rapid progress in the control of nature, harnessing her forces for the first time to do his bidding. The world



just before the beginning of the Industrial Revolution and the world of old Mesopotamia were more alike than the world of 1750 and that of today. Still more recently man has begun consciously to apply the scientific method to the study of Society, and by the light of science to direct social evolution nearer to his desire.

6. *Social Control.* From the days of earliest recorded history the group has always controlled the action of the individual. It may have been in such obvious ways as putting to death, banishing and later imprisoning the offenders, or in less obvious but often hardly less effective ways such as ostracism, ridicule, or public disapproval by press, platform, and pulpit. Social Control may be reduced at one time to a minimum and increased at other times (as during war) to such an extent as to endanger the so-called freedom of speech and of the press and the right of assembly. Social control is, however, a reality which never ceases to exist. It is only as to the degree of control which may wisely be exercised that serious controversy is waged.

7. *Social Adjustment.* The time was when man explained the existence of poverty, vice, and crime as solely due to the total depravity of man. Social Science has forever destroyed this comfortable doctrine and substituted for it a special point of view which sees in the physical and social environment many, if not most, of the causes of these evils. This change has been wrought through social research into thousands of individual cases of social maladjustment and the formulation of certain scientific conclusions based thereon. Not the least important of these is that poverty, vice, and crime are largely due to a faulty environment, either physical or social.

8. *The Normal Life.* This concept should not be confused with the perfect or ideal life. Rather it refers to a manner of living from which have been eliminated such handicaps as physical deformity or mental defect or such social maladjustments as needless sickness and inexcusable ignorance, all of which too frequently obtain. It pictures the individual as coming at birth into a home where he has been wanted and which can give him a fair chance in life; as successfully mating and in turn giving his children even greater opportunities; and at a ripe old age leaving the world with the full satisfaction of a life well spent. At any one moment the mature individual living a normal life turns all his energies efficiently and happily into those channels of usefulness that will daily make possible, through work and play, a full restoration of his energy.

9. *The Unearned Increment.* All value, in the last analysis, depends upon the factors of supply and demand. In the sphere of

nature's gifts, such as land, mines, forests, and water power, the supply is ultimately fixed. The demand is largely determined by the growth of the world's population. The individual owner of any natural resource has no control over either of these factors. His wealth is therefore socially created. The increase of his wealth due solely to the growing demand for his land, minerals, forest, or water power resulting from a growth in population, is termed "un-earned increment."

10. *The Social Surplus.* With each new labor-saving device or discovery in the fields of chemistry, physics, or industrial organization the effort that man has to expend for a given result grows relatively less. As contrasted with the ancients, wealth is produced today as if by magic. The energy released makes possible the production of the so-called luxuries of our day and is the basis of the cultivation of the arts. Whereas man formerly lived from hand to mouth, in an age of deficit, today he lives in an age of surplus, which has, however, been greatly reduced by the recent World War. This should make possible a relatively high standard of living, with a reasonable amount of leisure for all. As the inventions and discoveries making the surplus possible spell civilization, and should be the heritage of all, the social surplus belongs to all. That some still toil unreasonably long hours, on wages insufficient to maintain a decent American standard of living, is evidence of the failure of society to socialize all of its social surplus.

11. *The Copartner vs. the Commodity View of Labor.* The source of nine-tenths of the difficulties that arise between Capital and Labor is in the different conception of the relationship of employer and employee embodied in the phrase "the copartner vs. the commodity view of labor." The extremely individualistic employer maintains that labor is a commodity which he has a right to purchase in the open market, in the same fashion as he purchases any commodity needed in his business. The business of which he is the head, he maintains, belongs to him and the laborer has the privilege at any time of leaving his job if he does not like the wages or conditions under which he is required to work. To this, Labor replies: "I am not a commodity but a copartner in production. I have rights and duties as a citizen, and probably as a father, that are vitally affected by the length of my working day and my rate of pay. Industry is therefore invested with a public interest. I am a copartner, as the wheels of industry cease the moment I lay down my tools. As a copartner, I should have a vote in the division of our joint production and a voice in deciding the conditions under which I work."



12. *The Police Power of the State.* Among the earliest institutions of man was that of private property. To protect this institution was one of the chief functions of the State. It was a long time before the State would trespass on the rights of private property, even when, as in the case of eminent domain, the owner was compensated for his enforced loss. Gradually there evolved the conception of the general welfare as taking precedence over the "right" of an individual, in case of a conflict between the two. The State then began, in the interest of public health and morals (the general welfare), to pass laws restricting the individual in the use of his property without any attempt at compensation. This it does, upheld by the Courts, under its so-called "police power."

### THEORIES, INSTITUTIONS, METHODS, DEVICES, PROCEDURES

1. Sociology
2. Economics
3. Political Science
  - a. Political Theory
  - b. Government

It must be kept in mind that this part of the outline in Problems of Democracy indicates the minimum of preparation necessary for the teacher and is not a part of the course of study itself. The following Theories, Institutions, etc., will be found indispensable in the study of the various problems, and will be acquired indirectly by the pupils in their study of the problems. But they are not to be taught directly, as this would frustrate one of the main purposes of the course—to learn through use.

#### Sociology

1. Man—an individuality
  - A. Types of individuals
    1. Physical stages: infancy, childhood, adolescence, maturity, old age
    2. Vitality: high, medium, low
    3. Resourcefulness: routinier; pioneer
    4. Sociability: social, non-social, pseudo-social, anti-social
    5. Intelligence: superior, bright, average, dull, normal, defective

## B. Factors in behavior

1. Instincts
2. Emotions
3. Intellect
4. Habits
5. Physiological factors
  - a. Sensory organs
  - b. Internal organs, especially those of digestion and elimination
  - c. Glands: thyroid, adrenal, pituitary, pineal, sexual
  - d. General physical condition: adenoids, defective teeth
6. Environment
  - a. Physical: topography, climate
  - b. Social: traditions, customs, public opinion

## II. Society: A type-conforming group controlling variation from itself

### A. Social organization—forms of association

1. Horde
2. Family
3. Clan
4. Tribe
5. City State
6. Nation

### B. Social evolution

1. Group struggles with natural forces for survival and advantage
2. Growth of type-conforming groups based on consciousness of kind
3. Group struggles with other human groups for survival and advantage
  - a. Origin of war
  - b. Origin of slavery
4. Survival of the fittest social organization
5. Stages of social evolution
  - a. Instinct and biologic necessity dominant
  - b. Stage of random experimentation—trial and error
  - c. Reason and orderly processes dominant—social progress
6. Examples of social evolution
  - a. The Family: primitive, maternal, paternal, modern
  - b. The State: embryonic state, tribe, village community, loose confederation, developing state, national state

## C. Social control

1. The ultimate aim of social control
2. Types of social control
  - a. By sanction: marriage laws, property laws
  - b. By social suggestion and imitation
    - (1) Styles, manners
    - (2) Customs, "mores"
3. Principal agencies of social control: law; religion; education; public opinion; art, ceremony, manners

## D. Social progress

1. Theories of social progress
  - a. Biologic basis
  - b. Economic basis
  - c. Ideological basis
  - d. Synthesis of above
2. Methods of social change
  - a. Revolution: use of force, role of struggle
  - b. Evolution: education; role of coöperation
3. Criteria of social progress
  - a. Comfort standards of living
  - b. Degree of social-mindedness
  - c. Equality of opportunity

## Economics

## A. Preliminary Definitions

1. Utility
2. Value
3. Wealth
4. Economics
5. Cost
6. Expense
7. Price
8. Money
9. Consumption
10. Production
11. Distribution

## B. Consumption

1. Supply, demand, and price
2. Elasticity of demand and stability of prices
3. Law of diminishing utility

4. Marginal or final utility
5. Consumers' surplus
6. Law of substitution
7. Complementary goods
8. Law of harmony
9. Engel's law of family expenditure
10. Standards of living

#### C. Production

1. Law of variable proportions
2. Value and price
  - a. Normal value vs. market value
  - b. Monopoly price vs. competitive price
3. The four elements in production: land—labor—capital—management
4. Localization of industry
5. Large scale production
6. Infant industry theory
7. Balance of trade theory
8. More work theory
9. Money and credit
10. Fiat theory of money
11. Bi-metallic ratio theory
12. Gresham's theory of money
13. Quantity theory of money
14. Mobility of capital and labor

#### D. Distribution

1. Theory of rent
2. Theory of unearned increment
3. Theory of wages
  - a. Subsistence theory
  - b. Utility theory
  - c. Labor theory
4. Single tax theory
5. Theory of profit
6. Theories of interest
  - a. Abstinence theory
  - b. Productivity theory

#### E. Plans of Industrial Readjustment

1. Limits of state interference
2. Collective bargaining
3. Profit sharing

4. Voluntary coöperation
5. Single tax
6. Government ownership and operation of public utilities
7. State socialism
8. Guild socialism
9. Syndicalism
10. Bolshevism
11. Communism
12. Anarchism

## Political Science

### I. Political Theory

- A. Sovereignty and liberty
  1. Sovereignty implies control and obedience
  2. Liberty implies freedom to do as one wills
  3. Liberty under law—this is democracy
- B. Relation of the states to one another
  1. International law—its origin and development
  2. International law—in peace and in war
- C. Government: nature, functions, limitations
- D. Law: nature, functions, limitations
- E. Check and balance system of government
  1. Division of powers
  2. Separation of powers
- F. Federal principle: kinds of union—confederation or league, federation
- G. Colonial government
  1. Government by home parliament
  2. Self government by colonies
- H. Party government
  1. Helps to formulate the sovereign will
  2. Helps to execute that will
- I. Theories of functions of government
  1. Individualistic theory: natural liberty (anarchy)
  2. Socialistic theory: socialism, collectivism, communism
  3. Social welfare theory
    - a. Protection to industry
    - b. Regulation of commerce
    - c. Government interference on behalf of the working classes
    - d. Municipal control
    - e. General welfare: departments, bureaus, and commissions—Federal and State



## II. Government

- A. Forms of city government
    - 1. Council-mayor type
    - 2. Commission type
    - 3. Manager type
  - B. Suffrage
  - C. Nominating Methods
    - 1. Self-announcement
    - 2. Caucus or primary
    - 3. Delegate conventions
    - 4. Direct primary
    - 5. Petition
  - D. Gerrymandering
  - E. Types of ballot
    - 1. Party column
    - 2. Party square
    - 3. Non-party
  - F. Short ballot
  - G. Check and balance system—legislative, executive, and judicial departments
  - H. Initiative
  - I. Referendum
  - J. Recall
  - K. Civil Service
  - L. Amendment of Constitution
  - M. The passing of a Bill
  - N. Filibustering
  - O. Lobbying
  - P. The Pork Barrel
  - Q. Log-rolling
  - R. The "Invisible Government"
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## CLASSIFIED LIST OF PROBLEMS

The following social problems have been carefully classified, with the view of aiding the teacher in the selection of topics and material. Teachers will, of course, feel perfectly free to substitute other topics for the ones here given; the list is intended to be only suggestive. The number of problems to be used, and the length of time to be spent on each, will vary with the needs and interests of the class. It is hoped, however, that time will be found for at least two or three problems under each classification. Otherwise, the year's work would tend to become too narrowly specialized.

The "General Approach" is not supposed to provide topics for class study. It furnishes, rather, an opportunity for teacher and pupils to discuss informally the aims and ideals which our nation has set for itself.

The "Approach" suggested at the beginning of each group of topics is only one of several ways in which the teacher may introduce the topics that are to follow. The importance of this approach, in focusing attention and interest on the problems to be discussed, should not be overlooked.

## I. General Approach—America's Possibilities

No set problems are intended in this general introduction, which is merely to give a background for the topics that are to follow.

## A. Economically

1. Natural Resources
2. Industrial Development

## B. Socially

1. Population
2. Social Ideals

## C. Politically

1. The foundation of our Government
2. America's Political Ideals

## II. Balancing Income and Expenditure. Approach—Personal Budgets

1. Standard of Living
2. Family Budgets
3. Governmental Budgets—Local
4. Governmental Budgets—State
5. Governmental Budgets—National

## III. Efficient Production. Approach—Organization and Efficiency

## A. The Material Element

6. Conservation of Natural Resources
7. Intensive Farming
8. Good Roads
9. Transportation
10. Large Scale Production

## B. The Human Element

11. Vocational Guidance
12. Productivity of Laborers
13. Scientific Management
14. Democratic Management
15. Welfare Work
16. Capital and Labor

## C. The Political Element

17. Employment Agencies—Public and Private
18. Money and Banking
19. Public Service Utilities
20. An Equitable Tax System
21. War Taxation
22. Socialization of Industry

## IV. Social Adjustment. Approach—Maladjustment

23. The American Family
24. Position of Women in America
25. Women in Industry
26. Child Labor
27. Occupational Disease
28. Fatigue
29. Depopulation of the Rural Districts
30. Congestion in Urban Districts
31. Immigration
32. Race Problems
33. Poverty
34. Care of the Unfortunate  
(Dependent—Defective—Delinquent)
35. Recreation in City or Country
36. Community Planning
37. The Liquor Traffic
38. Harmful Drugs

V. Educational and Social Progress. Approach—The Fundamentals of Social Progress

39. The School and Economic Efficiency
40. The School and Good Citizenship
41. The School and Leisure
42. The School and Health Habits
43. The School and the Library
44. Training of Teachers and Administrators
45. Administration and Cost of Education

VI. Responsible Government. Approach—Government and Public Opinion

46. Political Parties
47. Selecting our President
48. Efficient Government for Cities
49. Control of Public Officials
50. Civil Service
51. Direct Legislation
52. The People's Ballot
53. Proportional Representation
54. Liberty Under the Law
55. Legal Equality
56. Political Equality

VII. International Relations. Approach—The Annihilation of Time and Space

57. The Monroe Doctrine
58. American Colonial Policy
59. America a World Power
60. A League of Nations

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## TYPE STUDIES OF PROBLEMS

Note: References must be kept up to date.

## No. 5. THE NATIONAL BUDGET

## I. Definition of a Budget

An itemized and balanced account of income and expenditure with a view to showing the relative importance of each to the other and to the whole.

Note: This much it seems might be covered in a preliminary class discussion. Home problems can then be based on the knowledge gained.

## II. A Household Budget

Ask the pupils to consult their parents as to the family income and expenditures and keep a chart or ledger for one week of the family budget. At the end of the week this chart is to be handed in by the pupils unsigned (so that they may feel free to divulge family affairs) as a basis for class discussion. The chart is to contain such facts as: income of family for week, itemized account of expenditures for clothes, rent, laundry, food, doctor, carfares, church, organizations, charity, education, amusement, etc. Saving for summer vacation and any other purpose should be included. The debit and credit side (including the balance) should tally. Moreover, the student should report on his chart the relative proportion of each item to the whole.

Note: Let the pupils suggest for what things their parents spend money. It will be apparent that they are much the same as those for which the pupil's spend. If possible, make them see for themselves that the parents have to do more planning, for they have more than one to consider. Moreover, they know how hard it is to earn money and the relative importance of the things money will buy.

The pupils should be encouraged to record in their note books typical budgets for families of various sizes; such information to be gained from reading assigned articles and from discussion in current periodicals and newspapers.

## III. Government Budgets

## A. The sources of revenue

1. Such immediate sources as the following will be revealed: tariff, excise, luxury, income, excess profits, loans, fees, land sales, fines, patents, franchises and charters, etc.

2. Final source: The earnings of the people, either directly or indirectly. In the course of the discussion the point should be emphasized that though the government itself does not earn the money, it has been earned at the expense of thought, labor, and sacrifice, and therefore should be spent carefully.

## B. The amount

The yearly income of the United States from various sources can be obtained from the Treasury Department at Washington. The growth of income in the twentieth century as compared with that of the early period should be noted, as also the amount per capita.

## C. Agencies involved in raising revenue

The following references will be useful:

State and Federal Reports, especially Treasury

Bryce, *The American Commonwealth*, Chap. XVI,: Congressional Finance

Beard, *American Government and Politics*, Chap. XVIII: Taxation and Finance

Hart, *Actual Government*, Chap. XXII: Public Finance

### 1. The Tariff Commission

- a. Its personnel
- b. Its powers and duties

(The thought should be brought out that the powers of the commission are slight and their advice frequently not needed)

### 2. The House of Representatives

- a. Special power
  - (1) To originate all money bills
  - (2) Power of Senate to amend
- b. Committee on Ways and Means
  - (1) Its personnel
  - (2) Its powers and duties
  - (3) Its animating motives
  - (4) Its methods: hearings, influences
  - (5) Its problems

### 3. The Senate

- a. Power to amend bills
- Power to judge methods of raising income
- Power to estimate receipts
- Power to maintain harmony
- Power to act constitutionally



- b. Its practice. Reference might here be made to the Wilson-Gorman tariff of 1890 as a typical example of the power of the Senate
- 4. The President—power of veto
  - a. Suspensive only
  - b. Must be the entire bill—not part. Comparison with the veto power of the governor of Pennsylvania and of the local executive authority
- 5. Influence of political parties
  - a. Attitude of Republicans and Democrats on tariff  
Protective vs. revenue tariff
  - b. Paternalism
    - (1) As recently advocated by Democratic Party
    - (2) Regulations of business by government
    - (3) Stand of President on issue
- 6. Problems of government expenditures
  - a. Present methods: agencies, practical effect
  - b. Possible remedies: the budget
  - c. Its application elsewhere: success and limitations
- D. Agencies involved in national expenditures
  - 1. Department estimates
    - a. How obtained
      - (1) Based on necessities of preceding years
      - (2) Modified by existing circumstances
      - (3) Increased by practically doubling amounts
    - b. Criticism
      - (1) Uncertain
      - (2) Unfounded
    - c. Use
      - (1) Sent to Secretary of Treasury
      - (2) Date
  - 2. Report of Treasury: This can be made the subject of a report. The material may be obtained by reference to Guerrier's. The Executive Department, etc.  
 Such points as the duties and powers of the Treasury should be brought out. A comparison with the powers of other men holding similar positions in England and France might prove valuable.

### 3. Committees of Congress

#### a. Appropriation Committee: its work

(1) Methods: Hearings. Political powers of chair.  
Power to amend to the point of complete change

(2) Motive: Feeling of no responsibility politically

#### b. Other Committees: (Here the point should be brought out that frequently bills are reported favorably, the enforcement of which as law require the expenditure of public money—but which, since they are not solely appropriation bills but involve other issues, are sent to other committees for investigation.)

It might be instructive here to have the students follow for a period the career of several bills of different types through the State Legislature. This can readily be done (and is most interesting) by reference to the Legislative Journals, copies of which can be had upon application to your representative or senator.

### 4. The Legislative body

#### a. Powers

(1) Power of amendment

(2) Power of conference committees

#### b. Methods

(1) Log rolling

(2) Pork barrel

(3) Satisfying class interests

### 5. The President

#### a. Power

(1) of veto—merely suspensive of whole bill—not items

#### b. Position

(1) Bound by political affiliations

(2) Pledged by party platform

### 6. Results of present system. The student should now be able to criticize intelligently, suggesting such results as:

#### a. Departments and bureaus suffer alternately from starvation or gorge as Congress has a period of economy or extravagance

- b. Unscientific expenditure due to
  - (1) Inefficiency and inadequacy of original estimates
  - (2) Influence of politics
  - (3) Lack of cohesion with revenue-getting agencies
- c. Inability of public to check waste
  - (1) Failure to place responsibility
  - (2) Complexity of problem
  - (3) Powerlessness of Secretary of Treasury
- d. Delay in completion of process
  - (1) Number of agencies involved
  - (2) Influences at work
- e. Necessity for deficiency bills
  - (1) What they are
  - (2) Their influence on making estimates

At this point the student should have a pretty clear idea of the present method of getting and spending the public money and should be able to criticize it as to its efficiency and fairness. At this point care should be taken to emphasize again the fact that such revenue is the result of someone's labor, time, or thought and should be treated accordingly. The students are now ready to turn their attention to possible remedy in the budget.

## 7. The Budget

- a. Why so long delayed
  - (1) Vast national resources
  - (2) Lack of governmental experience
- b. Growing necessity
  - (1) Natural resources not expanding with increase in expenditure—heavy taxes
  - (2) Growth of interest in economy and thrift
  - (3) Opportunity for comparison of United States with European methods
- c. Advantage of scientific system
  - (1) Businesslike
  - (2) Fixes responsibility
  - (3) Encourages thrift
  - (4) Informs public
  - (5) Creates intelligent public opinion and interest
- d. Disadvantages of unscientific system
  - (1) Impossible to have absolute accuracy in estimates

- (2) Does not secure thrift
- (3) Delegates too much power to one division or group
- e. Present budget system. These should be in the form of reports and might consist of examples such as follows
  - (1) Philadelphia Budget (Barnard & Evans, Citizenship in Philadelphia)
  - (2) Pennsylvania's new budget system
  - (3) Annals, American Academy Political and Social science, Nov., 1915. Articles on Budgets in New York, California, Illinois, Massachusetts, and in typical European cities
  - (4) England
- f. Our National Budget: Information as to budget legislation can be obtained by reference to the Congressional Record, which can be obtained through application to Representative or Senator at Washington. Such points should be brought out as
  - (1) History
  - (2) Provisions
    - (a) Final power resident in whom
    - (b) Controller of budget
    - (c) Arguments for and against present system

Referenees for Nos. 2-5:

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*Annals, American Aeademy Political and Social Science*.—Vol. LXII., Nov. 1915; LXXXVII., Jan. 1920  
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*Beard*—Ameriean Government and Politics  
*Hart*—Actual Government  
*Guerrier*—Federal Executive Dept. as Sourees of Information  
*Almanac*—Current Year  
*Current Magazines of possible value*  
*Literary Digest*  
*New Republic*  
*Review of Reviews*  
*Daily Newspapers*  
*Readers' Guide and Poole's Index* also of value as sourees of information

## No. 6 CONSERVATION OF NATURAL RESOURCES

### I. Meaning of Natural Resources

"Natural resources are gifts of nature which exist without the expenditure of human labor."

### II. Classification of Natural Resources

- A. Resources inexhaustible and self-renewing  
Examples: air, rain, ocean, lakes
- B. Resources exhaustible and non-renewing  
Examples: coal, oil, gas, copper, fertilizer
- C. Resources exhaustible but renewable  
Examples: forests, chemical properties in soil, water

### III. Importance of Natural Resources

- A. In ancient times
- B. In modern world
  - 1. Soil, climate, and minerals determine occupations
  - 2. Forests provide wood and conserve rainfall
  - 3. Water furnishes transportation and power

### IV. Natural Resources in the United States

- A. Climate, rainfall, waterways
- B. Minerals
  - 1. Fuels: coal, petroleum, natural gas
  - 2. Ores: iron, copper, gold, silver, tin, lead, zinc, cement, clay  
Seriousness of waste as supply is limited
    - (1) Social consequences
    - (2) Economic consequences
    - (3) Political consequences
  - 3. Methods of conservation
    - a. Education of public
    - b. State control
    - c. National control
- C. Land
  - 1. Importance of land fertility to nation
  - 2. Exhaustion of land
    - a. Removal of humus from soil
    - b. Crop system
    - c. Poor fertilization
    - d. Allowed to gully from rains and top soil ruined



3. Available land not used
  - a. Arid land not irrigated
  - b. Swamp land left undrained
  - c. Vacant city lots left uncultivated
4. Methods of conservation
  - a. Green crops
  - b. Use of manure and chemical fertilizer
  - c. Protection from floods
  - d. Reclamation of land
    - (1) By irrigation (Utah and California)
    - (2) By drainage (Everglades and Dismal Swamp)
    - (3) By planting gardens in vacant city lots
  - e. Agricultural education
5. What the Government has done for land conservation

#### D. Forests

1. Importance of forests
  - a. Lumber supply
  - b. Conservation of soil
  - c. Flood control
2. Destruction of forests
  - a. Clearing of land
  - b. Fires
  - c. Careless cutting of timber
3. Methods of Conservation
  - a. Proper method of lumbering
  - b. Replacement of timber
  - c. Control of forest fires
  - d. Education in forestry
  - e. State control of forests
  - f. National control of forests

#### E. Water

1. As a source of power; early use; use today
2. As a means of transportation: rivers, lakes, canals
3. Private or public control
4. Means of Federal development

#### References for No. 6:

*Van Hise*—Conservation of Natural Resources  
*Bogart*—Economic History of the United States  
*Burch*—American Economic Problems  
*Talbot*—Millions in Waste (1920)  
*Sutton*—Our Timber Land

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"Turning the Wheels of a Century Hence," Scientific American, July 10, 1920

"Unshakling Water Power," Literary Digest, February, 1914

"Forest Fire Patrol," Travel, February, 1920

"Forest Planting," Literary Digest, May 22, 1920

"National Forests and the Town Pump," Collier's, May 27, 1920

## NO. 9. TRANSPORTATION

### I. Sociological relations

#### A. Movements and distribution of population

1. Settlements on natural waterways and harbors
2. Growth of cities at terminal points
3. Suburban life
4. Truck farms
5. Irrigation

Fetter, p. 526 (2); Cooley, Chapter X; Cooley, p. 124-6

#### B. Varying prosperity of cities, sections, nations

(For example: effect of discovery of new routes to India on great Mediterranean ports; effect of Erie Canal on growth of New York City; of improvement of mouth of Mississippi River on New Orleans.)

#### C. Effects of changing standards of living

Fetter, p. 526 (3).

#### D. Interdependence among persons, cities, sections, nations

Government pamphlets for use in schools

#### E. Breath of interest—Relation to progress of civilization

1. Cities
2. Rural communities
3. Nations
  - a. Tendency to modification of weights and measures and moneys
  - b. Extradition
  - c. Freedom of the seas

Cooley, pp. 67-72; Independent 91: 243, Aug. 18, '17; War Encyclopedia

#### F. Effect on nature of Government—Centralization of authority

## II. Economic relations

### A. On the side of production

1. Time and place utility
2. Technical vs. economic efficiency
3. Large-scale production (widening market) "
4. Labor
  - a. Division of labor, industrial, territorial
  - b. Conservation of labor
5. Tariff (increased cost of transportation.)  
Ely, p. 559; Fetter, pp. 527-529; Carver, pp. 233-234;  
Thompson, pp. 100-108

### B. On the side of consumption

1. Law of demand and supply
2. Standards of living—increase and diversification of wants
3. Currency and credit—domestic, foreign  
Cooley, pp. 100-102; Thompson, Chapter XVIII

### C. On the side of distribution

1. Rent—"unearned increment"
2. Tendency to equalize prices
3. Relation to high cost of living
4. Capital
  - a. Law diminishing costs
  - b. Monopolistic tendencies
    - (1) Watered stock
    - (2) Discriminations (Between goods, localities, persons, or corporations)
    - (3) Pooling
    - (4) "Charging all that the traffic will bear"
    - (5) Long and short hauls
  - c. Lessening need of capital (in proportion to increasing facilities of transportation)

Burch, *American Economic Life*, chap. XXX

Carver, *Elementary Economics*, pp. 176-180

Thompson, *Elementary Economics*, pp. 162-165

## III. Historical relations

### A. Kinds of transportation; water, land, air

Carver, 235-240; Review of Reviews, 56; 211-12, Aug. '17;  
Living Age 294: 450-66, Aug. 25, '17

- B. Early methods of transportation in the United States
  - 1. In Indian times
  - 2. In Colonial days
 Consult American History textbooks
- C. Stages of transportation in the United States
  - 1. Turnpike period (1790-1816)
  - 2. River and canal period (1816-1837)
  - 3. Railway period (1842—present)
 Thompson, pp. 154-158  
 Bogart & Thompson, pp. 240-244; 378-388
- D. History of our Merchant Marine
  - 1. Shipbuilding (1846-1861)  
 Yankee clippers—trade with Orient
  - 2. Subsidy policy—failure
  - 3. Increase in coastwise trade
  - 4. Attempt to subsidize shipping defeated by agricultural  
 South and West
  - 5. World War and revival of our merchant marine
 Coman, pp. 262-266; pp. 331-336
- E. Importance of transportation in the history of the United States
  - 1. Discovery
  - 2. Early trading posts
  - 3. Colonial trade—Navigation Act
  - 4. Lack of united feeling among colonies before Revolution
  - 5. Origin of federal convention of 1787
  - 6. Admission of first western states
  - 7. Louisiana Purchase
  - 8. Effects of Napoleonic Wars
  - 9. Program of national improvements after War of 1812
  - 10. Failure of "American System"—split in Republican  
 Party
  - 11. Panic of 1837
  - 12. Rush to California
  - 13. A factor in the preservation of the Union
  - 14. Westward expansion—Canadian Pacific—Credit Mo-  
 bilier
  - 15. Panic of 1873
  - 16. Legislation with regard to transportation agencies
  - 17. Spanish American War—Panama Canal
  - 18. World War
 166-170; North American Review, Jan. '18; World's Work,  
 Consult American History text-books (Muzzey); Coman, pp.  
 166-170; North American Review, Jan. '18; World's Work,  
 Apr. '17

## F. Elements of efficiency

1. Speed
2. Cheapness—economy of force
3. Independence of natural obstacles

Cooley, Chapter IV

## IV. Political relations

## A. Agencies of control—Community service rendered by each

1. For roads, bridges and streets
  - a. Department of Public Works
  - b. Chamber of Commerce
- c. Highway Commissions
  - d. Department of Agriculture (Office of Public Roads)
  - e. Post Office Department (Rural Delivery)
2. For natural waterways—rivers, lakes, ocean
  - a. State bureaus and commissions
  - b. National: Departments of Commerce, Treasury, War, Agriculture; International Waterways Commission;  
Interstate Commerce Commission

Thompson, 190-2; Beard, Chapter IX; Ashley, pp. 319-320, 330-331; Local material; Haskins, pp. 129, 154-155, chapter XI; Franc, pp. 51, 238-242

3. For railroads
  - a. Private corporations
  - b. State—railway or public service commissions
  - c. National—Interstate Commerce Commission
4. For electric railways
  - a. Urban, surface, elevated, subways
  - b. Interurban
5. Steamship and other navigation lines
6. Aircraft

Ashley, pp. 324, 325-328; 195-196, 197-199; Ely, pp. 573-575; Beard, p. 241; Haskins, pp. 154-155

## B. Question of Government ownership, operation, or control of transportation lines

Carver, p. 241; Ely, p. 571-572

## References for No. 9:

*Ashley*—The New Civics

*Beard*—American City Government

*Bogart & Thompson*—Readings in the Economic History of the United States

*Carver*—Principles of Political Economy

*Coman*—Industrial History of the United States

*Cooley*—Theory of Transportation

*Ely*—Principles of Economics



*Fetter*—Principles of Economics  
*Frane*—Use your Government  
*Haskins*—American Government  
*Thompson*—Elementary Economics  
*West*—History of the American People  
*Independent*—August 18, 1917  
*Living Age*—August 25, 1917  
*North American Review*—January, 1918  
*World's Work*—April, 1917

## No. 13. SCIENTIFIC MANAGEMENT

### I. Approach

#### A. Meaning

The application of the scientific method to industry, to the problems of production

#### B. Development

1. Requires an analysis of each industrial process and of each typical industrial plant
2. The pioneer work of Mr. Taylor; the Taylor system

### II. Fundamentals

#### A. Division of labor

1. Review advantages
2. Tremendous increase in labor saving machinery, which has split work up into small tasks

#### B. Standardization

1. In product and in process
2. Advantages and disadvantages

#### C. Large scale production

1. Review advantages
2. Note recent growth

#### D. Corporate form of business organization

1. Compare with individual enterprises and partnership
2. Advantages for large scale production
3. Possibilities for abuse—e. g., stock watering

### III. Human costs

#### A. Monotony—worker may become a mere cog in the machinery and lose initiative

#### B. Danger of "speeding up" the worker

#### IV. Social Possibilities

- A. Increased production of goods of a more uniform quality
- B. Lowered cost and cheaper prices
- C. Stabilization of production; dovetailing of seasonal occupations
- D. Reduction of unemployment
- E. Reduction of the excessive labor turn-over

#### V. The Organization of a Typical Industry

- A. The manager; qualities necessary for success
- B. The sales department; districts and district managers
- C. The Administrative department; functions and organization
- D. The Production department
  - 1. Factory superintendent
  - 2. Department heads
  - 3. Foreman
  - 4. The individual worker
- E. Research department
  - 1. Experimentation—seeking utilization of new discoveries
  - 2. Introduction of new methods, e. g., office routine
- F. Personnel department
  - 1. Recent applied psychology, e. g., army tests
  - 2. Waste of excessive “hiring and firing.”
  - 3. Selecting the proper man for the job and keeping him

G. Educational department—increasing the personal efficiency  
 (Let the student prepare a chart showing the organization of some local industrial plant or business house)

#### References for No. 13:

- 1. Marshall, Wright & Field, “Materials for the Study of Elementary Economies” 1—Part VI, “The Organization of Industry” pp. 207-233
- 2. J. A. Hobson, “Work and Wealth”<sup>2</sup>—Chapter XIV, Scientific Management
- 3. F. W. Taylor, “The Principles of Scientific Management”
- 4. Tead and Metcalf, “Personnel Administration”
- 5. J. H. Willits—“The Unemployed in Philadelphia” (Shows the relation of industrial management to the problem of unemployment)
- 6. Chapters on division of labor can be found in all economics texts. Perhaps the best chapter is in Taussig, “Principles of Economics,” Chapter III

## No. 18. MONEY AND BANKING

## Approach

How could the workers in the principal industrial plant in town be paid if there was no money? Could they be paid by taking a part of the goods they make?

What do the workers do with the money they get? Do they want the money for its own sake or because they can get things they want with it?

## Money as a Medium of Exchange

Examples of primitive money. Money is the means of keeping goods moving in exchange in a constant stream. Without money to serve as a kind of liquid of exchange modern business life would be impossible.

## Money as a Measure of Value

Measuring anything is taking the ratio of it to a unit of the same kind. Examples from physics: the yard as a unit of length, the pound as a unit of weight, the calorie as a unit of heat are a means of expressing how much length, how much weight, and how much heat. How can we express how much value this piano or this watch has?

Congress has fixed the unit of value as the value of 25.8 grains of gold nine-tenth fine. This is called one dollar. The dollar is the unit of value in the United States by action of Congress.

## Money as a Standard of Wages

Wage contracts express the laborers' share of the product in terms of dollars. If the contract is for several years and the value of money goes up, how much does this change the amount of goods that the laborer can buy with his wages? If the value of the dollar declines, how will it change the amount of goods that he gets for his earnings?

## Money as a Standard of Deferred Payment

The government borrowed during the war, giving Liberty Bonds. These are promises of the government to pay in ten, twenty-five, or thirty years the number of dollars specified in the bond. If prices continue to fall steadily for the next twenty-five or thirty years will a dollar then represent more value or less value? Would the holder of a thousand dollar bond be able to buy more with the thousand dollars when the government pays it back than that sum would buy when the government borrowed it? Consider the effect of a similar change on mortgages.

## The Quantity Theory of Money

It has already been noted that the value of money is not unchangeable. The value of money depends on the supply and the demand for money, just as in the case of other commodities. If the supply of money is greatly increased its value decreases, if all other conditions remain as before. Other things being equal, an increase in the quantity of money will cause the value of the dollar to decrease and therefore cause prices to rise.

Notice that the value of the dollar does not depend on the quantity of money alone but upon the relation of the supply and the demand for money.

It is very difficult to maintain a constant balance of the demand and supply of money. Our money system should be so arranged that the supply of money can be increased when the volume of business demands more money, and then can be again contracted to a smaller supply when a smaller volume of business is being done.

The government has made provision for this in the Federal Reserve Bank Act. A money supply that can be changed to suit the demands of business at different seasons is called an "elastic currency".

## Kinds of United States Money

1. Standard Money
2. Token Money
3. Read what the books say on each of the seven kinds of notes in circulation; what security is there to sustain the value of each kind?

## Credit as a Medium of Exchange

There are so many different forms of credit that it is not easy to give an all-embracing definition of credit; but the most important idea about it is that credit is a promise to pay money at some future time.

A teacher receives a check for his salary, deposits it in bank, and then pays for his purchases at the stores by checks. He thus exchanges his services for food, clothing, fuel, etc., without the use of any money. Having things charged is "store credit". A deposit in a bank is "bank credit." A check is an "instrument of credit." Other instruments of credit are drafts, notes, bills of exchange, letters of credit, etc.

A large part of the world's business is carried on by using credit as a medium of exchange instead of money. What would be the effect on the demand for money if credit as a medium of exchange were abolished? What would be the effect on the demand for butter if all butter substitutes were abolished?

### Banks as Organizations Dealing in Credit

*Commercial Banks.* They serve business men; act as custodians of deposits and as agents to make payments. The "balance" of the depositors' fund always in the bank become a source of earnings for the bank. Bank checks and drafts—exchanges, domestic, and possibly foreign. Commercial banks may be national banks, state banks, or private banks.

*Savings Banks.* They serve the wage earner rather than the business man. They receive small deposits, pay interest for them, and make investments. Building and Loan Associations are coöperative saving funds. Study and explain the latest "statement" of the nearest bank.

#### *National Banks*

1. The National Bank Act of 1863; how it helped to sell war bonds and gave the country national bank notes in place of the uncertain notes of the State banks
2. Legal requirements to start a national bank
3. U. S. bank examiners—reports to the comptroller of currency

*State Banks.* Generally the most important banks are national banks, but there are more state banks in the United States than national banks. They do the work of savings banks, commercial banks, and trust companies. Trust companies now generally engage in the banking business. What is the special business of trust companies?

#### *Federal Reserve Banks*

1. The Federal Reserve Bank Act of 1913. What conditions caused Congress to enact this law?
2. The Federal Reserve Board
3. Map of United States showing Federal Reserve districts and location of the Federal Reserve Banks. They are bankers' banks. The member banks do business through them but individual business men do not.
4. Advantages of the "Reserve" of deposits and of gold
5. Advantages of the "Rediscounting" done by them
6. The "elasticity" given to the currency by the Federal Reserve notes



*Burch*—American Economic Life  
*Carver*—Elementary Economics  
*Fisher*—The Purchasing Power of Money; Stabilizing the Dollar  
*Holdsworth*—Money and Banking  
*Laing*—Elementary Economics  
*Marshall and Lyon*—Our Economic Organization  
*Scott*—Money and Banking  
*Seager*—Principles of Economics  
*Thompson*—Elementary Economics  
*White*—Money and Banking  
*Wills*—The Federal Reserve System

## NO. 24. POSITION OF WOMEN IN AMERICA

### I. Historical Approach

#### A. The primitive position of women

1. In the home
2. In industry
3. In social life

#### B. The Colonial position of woman

#### C. The advance toward equality

1. In the home
2. In industry
3. In social life

*Abbott*—Women in Industry—10-35, 46-62; 87-109  
*Bryce*—In Library of World's Best Literature, Vol. 6, 2644-2652  
*Campbell*—Women Wage Earners—57-76  
*Giddings*—Elements of Sociology—261-263  
*Mason*—Women's Share in Primitive Culture  
*Mill*—On Liberty—the Subjection of Women—259-296; 301-352  
*Muirhead*—America—the Land of Contrasts—40-63  
*Nearing*—Social Adjustment—140-148; 302-306

### II. Economic Relations

#### A. Woman in the home

1. In the position of a married co-worker
2. In the position of a family supporter
3. In the position of a dependent
  - a. As a parasite
  - b. As a spender
4. In the position of a domestic servant
  - a. As a member of the household
  - b. As a trained day laborer

5. In the position of an institutional homemaker
  - a. As a matron
  - b. As a trained director in various branches

*Addams*—Democracy and Social Ethics—102-136

*Campbell*—Women Wage Earners—237-249

*Debaters' Handbook*—Employment of Women—71-76

*Nearing*—Women and Social Progress—49-56; 171-177, 187-196

*Veblen*—Theory of the Leisure Class

## B. Woman in industry

1. As a factory worker in the production of boots and shoes, of cigars, of cotton goods, of printed matter, of ready-made clothing

*Abbott*—Women in Industry—148-186

*Candee*—How Women Earn a Living

*Census*—1910—Vol. 4.

*Meyer*—A. (ed.) Women's Work in America—276-322

Publications Committee on Women's Work of the Russell Sage Foundation

*Wright*—Industrial Evolution—202

2. As a factor in the labor problem, affecting wages, competition, efficiency, trade unionism, labor strikes, unemployment

*Adams and Sumner*—Labor Problems, Chap. 2.

*Brander*—Business a Profession—35-39—Introduction

*Carlton*—History and Problems of Organized Labor—411

*Carlton*—Industrial Situation—94

*Clark and Wyatt*—Making Both Ends Meet—44-87; 149-179

*Debater's Handbook*—Employment of Woman—124-130

*Henry*—The Trade Union Women

*Keller*—Out of Work—34-58

*Nearing*—Wages in the United States—208

*Nearing-Watson*—Economics—147-153

*Ross*—Changing America—64-82

*Rountree and Larker*—Unemployment—202-222

Literature—Chicago, Ill. National Women's Trade Union League of America

3. As a factor in farm life: in general farm production; in specialized branches

United States Department of Agriculture

Bulletin 104—Domestic Needs of Farm Women

Bulletin 106—Economic Needs of Farm Women

Bulletin 105—Educational Needs of Farm Women

Bulletin 103—Social and Labor Needs of Farm Women

Bulletin 719—Woman's Rural Organizations and Their Activities

4. As an inventor of articles for use in the home; in industry

*Logan*—Part Taken by Women in American History—882-886

*Meyer, A.*—(ed.) Women's Work in America—279-280

*Mozans*—Woman in Science—334-355

## C. Woman in professional life

1. In the field of education as advanced students
2. As educational leaders
  - a. Among the white races
    - (1) In public schools
    - (2) In private schools
    - (3) In institutional schools
  - b. Among the colored races
    - (1) In public schools
    - (2) In private schools
    - (3) In institutional schools
3. In the field of arts
  - a. In art
  - b. In music
  - c. In literature
  - d. On the stage
4. In the field of journalism
5. In the ministry
6. In law
7. In the scientific fields
  - a. Of mathematics
  - b. Of physics
  - c. Of chemistry
  - d. Of natural science
  - e. Of archaeology
  - f. Of medicine and surgery

*Adams and Foster*—Heroines of Modern Progress—30-57

*Meyers*—(ed.) Woman's Work in America

*Mozans*—Woman in Science

*Palmer*—Life of Alice Freeman Palmer

## III. Sociological—Economic Relations

## A. Woman as a socializing agent

1. In the home
  - a. Social settlements
  - b. Divorce
2. In civic social service manifested through
  - a. Social settlement
  - b. Child welfare
  - c. Clubs for working girls
  - d. Organized charities
  - e. Civic improvement societies
  - f. Public recreational agencies
  - g. Health activities
    - (1) Hospital service
    - (2) Public nursing

- American Magazine, September 1913—76: 45-49  
*Allen*—Woman's Part in Government—286-290  
*Ashley*—The New Civics, Chapter 5  
*Addams*—Twenty Years in Hull House  
*Bracket*—Supervision and Education in Charity—203-210  
*Bruce*—Woman in the Making of America—224-252  
*Burch and Patterson*—American Social Problems—323-324  
*Ellwood*—Sociology and Modern Social Problems—Chap. 8  
*Hale*—We, the People—78-81  
*Lipman*—Drift and Mastery, Chap. 11  
*Logan*—Part Taken by Women in American History—545-548  
*Meyer, A. (ed.)*—Women's Work in America—323-358  
*Nearing*—Social Adjustment—128-134  
*Nearing*—Woman and Social Progress—248-256  
*Roosevelt*—Realizable Ideals—34-66  
*Stanley*—Clubs for Working Girls  
*Warner*—America's Charities

#### B. Woman as a reformer

1. In crime correction movements involving
  - a. Reformatories and prisons
  - b. Juvenile welfare
2. In national activities, such as
  - a. Care of Indians
  - b. Prohibition
  - c. Red Cross work

- Bruce*—Woman in the Making of America—245-249  
*Adams and Foster*—Heroines of Modern Progress—14-29; 131-146  
*Barton*—Story of the Red Cross  
*Griffith*—Crime and Criminals  
*Henderson*—Modern Methods of Charity  
*Henderson*—Penal and Reformatory Institutions  
*Meyer, A. (ed.)*—Woman's Work in America

### IV. Political Relations

#### A. Women's rights under the law

1. Divorce
2. Property ownership
3. Commercial rights

- Beard*—American Citizenship, Chapter 3.  
*Bayles*—Woman and the Law  
 Cyclopedia of American Government, Vol. III, 698-699

#### B. Woman and the suffrage

1. In local communities
2. In the various states
3. In the Nation

- Allen*—Woman's Part in Government  
*Bryce*—The American Commonwealth, Vol. II, Chapter 96  
*Cleveland*—Organized Democracy  
 Debaters' Handbook Woman Suffrage  
*Guittau*—Government and Politics in the United States  
*Hecker*—Short History of Woman's Rights—236-261  
*Kelley*—Some Ethical Gain through Legislation—172-195  
*Magruder*—American Government—355-56  
*Meyer, A. (ed)*—Woman's Work in America—245-270  
*Ostrogorski*—The Rights of Women  
*Ostrogorski*—Democracy and the Organization of Political Parties—Vol. 2,  
 292-299

## NO. 26. CHILD LABOR

### A. Effects of Child Labor

1. Health
2. Mental development
3. Industrial Efficiency
4. Morals
5. Citizenship

- Spargo*—The Bitter Cry of the Children  
 National Child Labor Committee Bulletins  
 A Study Course in Child Labor—149-183  
 Effects of Street Trading on Health of School Children—218  
 Child Labor and Illiteracy—237  
 Hood, The Song of the Shirt  
 Child Welfare in Kentucky  
 Child Labor a Menace—223  
 Child Labor and Social Progress—69  
 High Cost of Child Labor 234-241  
 Pennsylvania's Children, Public Education and Child Labor Association of  
 Pennsylvania  
*Bliss*—The Encyclopedia of Social Reform

### B. Causes of Child Labor

1. Poverty
2. Industrial conditions
3. Educational conditions
4. Public indifference
5. Greed

- Hunter*—Poverty—Chapter I  
*Nearing*—The Child Labor Problem  
*Adams and Sumner*—Labor Problems—Chapter II  
*Mangold*—Child Labor Problems, Book III, Chapters IV-V  
*Carlton*—History and Problems of Organized Labor, Chapter III



### C. History of Child Labor

1. In England
2. In United States

*Towne*—Social Problems—Chapter II, p. 59

*Cheyney*—Industrial and Social History of England—Chapter IV, p. 260

*Hutchins and Harrison*—History of Factory Legislation (England)

*Hodder*—Life and Work of the Seventh Earl of Shaftsbury

### D. Extent of Child Labor

National Child Labor Comm. Bulletins:

Children at Work on Men's Clothing—August 1914

Child Labor in Glass Industry—Nov. 1914

Appeal of Children—44

Other bulletins concerning extent of Child Labor may be had on application to the National Labor Committee, 105 E. 22nd St., New York City; these are listed merely as examples.

*Bliss*—Encyclopedia of Social Reform—pages 170-175

### E. Prevention of Child Labor

1. Investigation of existing conditions
2. Adequate educational facilities
3. Legislative measures
  - a. State legislation
  - b. National child labor law
4. Public Inspection

Safeguards for City Youths at Work and Play—Chapter III

*Kelley*—Some Ethical Gains through Legislation—Chapters I-II

*Census*—1910, Volume on Occupations, 1-70

Penna. State Child Labor Act—177

Internal Revenue Act, 1919

*Bliss*—Encyclopedia of Social Reform—page 180—"What Constitutes an Effective Child Labor Act?"

Reports of National Child Labor Committee

*Towne*—Social Problems—page 74, Chapter II

Labor Laws of Penna., Department of Labor and Industry, 1914

## NO. 28. FATIGUE

### A. Sociological Relations

1. Effect on health of individual worker
  - "First Sign of Disease," *Literary Digest* 63:124-7
  - "Rest as a Business Proposition," *Literary Digest*, 60:28-9
  - "Health and the Hours of Labor," *Public*, 21:1235-7

2. Effect on length of life
  - "Labor, Law and Life," Independent, 86:123-24
  - "Human Machinery in the Factory," Review of Reviews, 57: 317-18
  - "Human Conservation and the Supreme Court," M. J. Hopkins, Survey, 36:221-22
3. Effect on family life
  - (The individual suffering from fatigue is unable to enter into the enjoyments of family life.)
  - "Human Nature and Social Order," Cooley
  - "Social Control," Ross
4. Effect on leisure
  - (Fatigue renders the individual incapable of putting to advantageous use his leisure time.)
  - "Work and Life" Howerth 144-48
  - "Business—a Profession," Brandies, 28-37
  - "Sociology and Modern Social Problems," Ellwood
5. Major causes of industrial accidents
  - (Hours when fatigue is greatest run parallel to the time when the largest number of accidents occur.)
  - Burch and Patterson, "American Social Problems," 180-1
  - Myers, G. "Study of the Causes of Industrial Accidents," American Statistical Association, 14:672-94
  - "Industrial Safety," bibliography, American Labor Legislation Review, 4:557-61
  - Leesk, A., "Red Lights of Labor"
6. Fatigue and stimulants
  - "Relation of Fatigue and the Taking of Alcohol by Workmen." Current opinion 64:39
  - Washington, B. T., "Negro Crime and Strong Drink"
  - Crothers, T. D., "Criminality from Alcoholism"
7. Fatigue and crime
  - Kind, M., "Eye Strain and Crime," Journal Criminal Law, 27:188
  - Thomas, W. H., "Causes of Crime," Journal Criminal Law, 4:768-72
  - "Climate and Criminality," Journal Criminal Law, 4:687-97

## B. Economic Relations

1. Effect on efficiency of worker
  - a. Law of diminishing returns
    - After fatigue sets in the individual is no longer working to best advantage
  - b. Lowered efficiency, loss of productive power
    - Long continued work and monotonous operations slow down the worker

- c. Impairment of individual efficiency
  - Fatigue results more frequently in lessened efficiency than in sacrifice of life and limb
- 2. Wastes in materials of production attributed to fatigue
  - Goldmark, P., "Waste of Overwork," *Independent* 90:210
  - "Waste of Getting Tired," *Independent*, 91: 427
  - "Science and Art of Resting," *Collier's* 56: 33
- 3. Fatigued individual unable to stand up for his rights
- 4. Fatigue lessened when one follows a trade for which he is best fitted, and in which industry is stimulated by interest
- 5. Home economics vs. community economics
  - a. Monotonous and drudge tasks subject to fatigue; removal of these duties from the home eliminates much of the housewife's fatigue
  - b. Tasks removed from the home and now accomplished by
    - (1) Bake shops
    - (2) Community kitchens
    - (3) Cleaning centers
    - (4) Drying centers
    - (5) Markets
    - (6) Laundries
    - (7) Housewives' leagues
    - (8) Spinning factories
    - (9) Clothing manufacturers

*Hart, A. B.*—"Art of Living," *Social and Economic Forces*, 479-95

*Chapin, R. C.*—"Standards of Living Among Workingmen's Families in New York City."

*Review*—*American States Association*, 12:170-2

*Kingsbury, S. M.*—"Standards of Living and the Self-dependent Women,"

*Proceedings American Academy Political and Social Science*, 1:72-80

*Romances, J. H.*—"Village Economy," *English Historical Review*, 29:532-37

## C. Political Relations

- 1. The question of protection, formerly an individual one, now a public issue
  - (Society must be protected; the individual is not capable of judging for himself, hence the need for legislation.)
- 2. Child labor legislation
  - a. Age limits
  - b. Number of hours
  - c. Time of work (daylight hours)
  - d. Type of work
  - e. Part-time school education

3. Woman labor
  - a. Hours of work
  - b. Type of work
  - c. Minimum wage
  - d. Conditions of labor
4. Man labor
  - a. Hours of labor
  - b. Rest shifts in certain kinds of work; number of continuous hours railroad engineers may work fixed by legislation
5. Industrial agencies for improving conditions
  - a. Voluntary coöperation
  - b. Trade unions
  - c. Strikes
  - d. Boycotts
  - e. Arbitration
  - f. Conciliation
  - g. Lockouts
  - h. Federations of labor
6. Recent legislation
  - a. Employer's liability acts
  - b. Workmen's compensation acts
  - c. Compulsory state insurance
  - d. Old age pensions
  - e. Sweat-shop legislation
  - f. International labor laws
  - g. Hours, minimum wage, type of work, etc.
7. Other means and agencies
  - a. Social insurance
  - b. Fraternal insurance
  - c. Labor union benefits
  - d. American Federation of Labor
  - e. International labor associations
  - f. State socialism

*Seager, H. R.*—"Labor Legislation: A National Social Need," *Proceedings American Academy Political and Social Science* 2:549-53

"Labor Laws for the World," *New Statesman*, 13:4

"State Legislation," *Child Labor Bulletin*, 5:135-6

"Child Labor and Education," *Religious Education*, 13:60

*Legislation for Women in Industry*, *American Labor Legislation Review*, 6:356-413

"Industrial Fatigue," *Living Age*, 299:316-18

"Fatigue Elimination Day," *Scientific American*, 117:378

*Lord, C. B.*—"Cause of Industrial Fatigue," *Industrial Management*, 55:310-11

"Cause of Industrial Fatigue," *Scientific American*, 82:250

*Lance, W. J.*—"Eight Hours for Railroad Crews," *New Republic*, 6:173-5

- Ogden, C. K.*—"Industrial Fatigue," 19th Century, 81:413-33  
 "Less Rest, the Less Work," Literary Digest, 54:1988-9  
*Stearns, H.*—"Neglected Causes of Fatigue," New Republic, 10:347-50  
*Bayliss, W. M.*—"Investigation of Industrial Fatigue," National, 100:446  
 "Hours," American Labor Legislation Review, 6:285-9  
 "Faulty Fatigue Tests," Literary Digest, 64:97-101  
*Speeth, R. A.*—"Prevention of Fatigue in Industry," Industrial Management, 57:7-9, 20-2, 215-17, 311-13, 409-11  
 "Fatigue Phenomena in Metals," Scientific American Monthly, 1:22-8  
*Goldmark, J. C.*—"Comparison of an Eight Hour Plant and a Ten Hour Plant"  
*Gulick*—"The Efficient Life"  
*Cabot*—"Fatigue"  
*Cannon*—"Fatigue"  
*Ely and Wicker*—"Elementary Principles of Economics"  
*Carver*—"Principles of Political Economy"  
*Cannon*—"Bodily Changes in Pain, Hunger, Fear and Rage"  
*Broadhurst, Jean*—"Personal and Community Hygiene"  
*Goldmark, J.*—"Fatigue and Efficiency: a Study in Industry"

## NO. 31. IMMIGRATION

### I. Sociological Relations

#### A. Number and nationality of immigrants

1. Before 1885
2. After 1885

References: Ellwood, 200-209; Towne, 37-40; Jenks and Lauck, 483-484; Burch and Patterson, 107-112; Hughes, 391-392; Cyclopedia of American Government, Vol. II, 143-144; Haskins, 27-34; Commons, 63-106; World's Work, Vol. I, p. 281; Claghoru, Changing Character of Immigration; Adams and Sumner, 70-72.

#### B. Geographical distribution of immigrants

1. Sections
2. City or country
3. "Nations with a nation"

References: Ellwood, 209-210; Towne, 40-41; Burch and Patterson, 112-113; Jenks and Lauck, 281, 466-476; Hughes, 395-395; Adams and Sumner, 72-75; Haskins, 91-100; World's Work, Vol. VI, 4021, Where Our Emigrants Settle, Howes (map).

#### C. Causes of immigration

1. Causes for leaving home country
2. Causes for coming to America

References: Towne, 41-44; Steiner, 16-29, Chap. 12, Jenks and Lauck, 11-13; Burch and Patterson, 102-104, 109-112; Hughes, 392-3; Adams and Sumner, 70-72; Ellwood, 198; Cyclopedia of American Government, 144.



## D. Effect on standard of living

1. Health
2. Poverty
3. Reaction on American stock
4. Widening class distinction

References: Burch and Patterson, 113, 115, 117; Adams and Sumner, 79-81; Carver, 397; Jenks and Lauck, 6-7; Cyclopedia of American Government, 144; Commons, 151.

## E. Congestion of population

1. Housing
2. Morals
  - a. Crime
  - b. Effect of disproportion of the sexes
3. Recreation

References: Jenks and Lauck, 43-64, 115-133; Steiner, 262-282; Ellwood, 214-216; Adams, *Spirit of Youth and the City Streets*; A. B. C. of Housing—Publication of California Commission of Immigration and Housing; School and the Immigrant, Dept. of Education, New York City (Jenkins—The Recreational Life of the Foreigner); Commons, 160-178; Haskins, 139-143.

## F. Education and Illiteracy

References: Ellwood, 212-214; Jenks and Lauck, 407-419; Adams and Sumner, 89; Haskins, 139-147; Unpopular Review, Vol. 5, 153-70; Fairchild, *Case for the Literacy Test*, Ind. v. 85, 234; *Literacy Test for Immigrants* (Brief for Debate).

## G. Assimilation

1. Favorable and unfavorable characteristics of foreigners
  - a. Assimilation of the Alien
  - b. Assimilation of Alien contributions
2. Agencies working for and against assimilation
3. Americanization

References: Burch and Patterson, 114, 117-119; Towne 53-55; Ellwood, 199-200; 225; 229; Hughes 398-403; Jenks and Lauck, 96-113, 198-203, 214-293; Cyclopedia of American Government, 145; Commons 39-62; 198-238; State and National Pamphlets on Immigration and Americanization.

## H. Consequences to the Home Country

References: Jenks and Lauck, 14; Rev. of Revs. v. 30, 109-111, July, 1904, *What Emigration May Mean to Italy*;.....v. 32, 361-63, Sept. 405, *Is Emigration Ruining Italy?*.....v. 55, 491-492, April 306, *Emigration Viewed from the Other Side*.

## II. Economic Relations

### A. Production

#### 1. American need for immigration

References: Jenks and Lauck 18-20; Burch and Nearing 89; Ashley, 46-49; Rev. of Revs., v. 35, 319-28, March '07, Renssiter, Why We Need the Immigrant.

#### 2. Exploitation

- a. Supply of unskilled labor
- b. Fluid labor supply
- c. Contract labor
- d. Work of steamship companies
- e. Sweating system
- f. Padrone system
- g. Child labor
- h. Women in industry

References: Jenks and Lauck, 162-180; Haskin, 50-58, 179-181; Burch and Patterson, 114; The Nation, May 10, 1917, Immigration and the Labor Supply; Adams and Sumner, 79, 90, 113-141.

#### 3. Question of invention and machinery

References: Jenks and Lauck, 186-187.

#### 4. Hours of labor

- a. Competition in labor markets; displacement of American labor
- b. "High-gear" vs. "low-gear" civilization

References: Thompson, 323-326; Burch and Patterson, 114, Jenks and Lauck, 206; Cyclopaedia of American Government, 114; Adams and Sumner, 86-87.

#### 5. Occupations

- a. Industrial distribution
- b. Racial displacement
- c. Occupational misplacement

References: Jenks and Lauck, 67-93, 135-140, 193-195, 420, 436-440; Burch and Patterson, 113; Ellwood, 209-210; Cyclopaedia of American Government, 144.

#### 6. Industrial depression

- a. Unemployment
- b. Temporary return of immigrants to home country

References: Adams and Sumner, 87, 91-92; California Commission of Immigration and Housing, Pamphlet on Unemployment.

## 7. Organized labor and the immigrant

References: Jenks and Lauck, 191, 202-204; Cyclopedia of American Government, 145; Atlantic, v. 93, 299-308, March '04, Ripley, Race Factors in Labor Union; Adams and Sumner, 88.

## B. Consumption; low standard of living of immigrant (see sociological references)

## C. Distribution

1. Low wages to immigrant
2. Unfair rents to land owners
3. Unfair profits to entrepreneurs

References: Cyclopedia of American Government, 145; Jenks and Lauck, 141-160; 195, 440-462; Thompson, 295-308; Ely and Wicker, 312-317; Adams and Sumner, 87-88.

# III. Political Relations

## A. The immigrant and politics

1. Knowledge of form and purpose of our government
2. Attitude towards our American democracy
3. Influence on American politics

References: Abbott, 247-267; Burch and Patterson, 115; Jenks and Lauck, 7-8; Commons, 179-198.

## B. Federal control

1. Powers of Congress
2. Federal departments
3. Change from state to national control

References: Constitution, Art. 1, Sec. VIII, Clause 4.  
Jenks and Lauck, 302-304; Magruder, 174-175.

## C. Present restrictions

1. Reasons
2. Provisions
3. Coöperation of foreign countries

References: Burch and Patterson, 119-121; Towne 48-53, Ellwood, 217-225; Jenks and Lauck, 304-324; Cyclopedia of American Government, 146-147; Haskins, 108-115.

## D. Proposed restrictions

References: Burch and Patterson, 120; Jenks and Lauck, 326-341; Cyclopedia of American Government, 147

## E. Practical legislation

1. With regard to restriction
2. Improvements in
  - a. Location of workers
  - b. Fair hours and wages
  - c. Standards of living
  - d. Adequate assimilation

### References for No. 31.

*Abbot*—The Immigrant and the Community  
*Adams and Sumner*—Labor Problems  
*Addams*—Spirit of Youth and the City Streets  
*Ashley*—New Civics  
*Burch and Patterson*—American Social Problems  
*Burch*—American Economic Life  
*Carver*—Elementary Economics  
*Commons*—Races and Immigrants in America  
*Cyclopedia of American Government*  
*Elwood*—Sociology and Modern Social Problems  
*Ely and Wicker*—Elementary Economics  
*Haskin*—The Immigrant an Asset and a Liability  
*Hughes*—Community Civics  
*Jenks and Lauck*—The Immigrant Problem  
*Magruder*—American Government  
*Steiner*—On the Trail of the Immigrant  
*Thompson*—Elementary Economics

## NO. 33. POVERTY

### A. Introduction

1. Meaning of terms
  - a. Poverty—income and standards of living below that of health and working efficiency
  - b. Pauperism—receiving charity
2. Extent of Poverty and Pauperism
  - a. Studies made in some great cities; e. g., Booth in London and Hunter in America
  - b. "The submerged tenth"
3. The point of view
  - a. Old idea—poverty a necessity and charity a virtue
  - b. New point of view—poverty a social disease, to be eliminated by social means like yellow fever by medical resources. Necessity of getting at causes.

## B. Effects of Poverty

1. On standards of living
2. On health—e. g., tuberculosis rate
3. On working efficiency—economic production
4. On crime rate
5. On family life

## C. Causes of Poverty

No one single cause—mistake of reformers in looking for a single solution. The individual and the environment a reciprocal relation

### 1. Environmental causes of poverty

- a. Physical environment, e. g., hookworm and shiftlessness of southern mountain whites; temporary effects of floods and earthquakes, e. g., Galveston and San Francisco

- b. Economic environment

- (1) Low wages—What is the minimum wage in your local community upon which a decent standard of living can be maintained?

What proportion of workers receive less?

Wages frequently do not go up so rapidly as the cost of living

Real wages vs. money wages

- (2) Unemployment

- (3) Dangerous trades and industrial accidents

- (4) Child labor

- c. Social environment

- (1) Poor family life

- (2) Bad housing and living conditions

- (3) Inefficient educational system

- (4) Unregulated immigration

### 2. Individual causes

- a. A reflection of the evils in the environment

- b. Illustrative industrial causes

- (1) Degeneracy

- (2) Disease

- (3) Intemperance

- (4) Crime

- (5) Desertion

- (6) Death of main support

- (7) Old age

- (8) Physical and mental defects

- (9) Indolence



## D. Remedies for Poverty

The aim is the elimination of the environmental causes of poverty. Meanwhile we must also care for the individual pauper.

### 1. Environmental

#### a. Low wages

- (1) Organization of workers into unions. Strike as a weapon
- (2) Child labor laws
- (3) Minimum wage for women

#### b. Unemployment

- (1) Elimination of cycles of industrial depression
- (2) Scientific management of industry to eliminate the excess "hiring and firing"
- (3) Dovetailing of industries that are seasonal occupations

#### c. Social insurance against

- (1) Sickness
- (2) Old age
- (3) Accident
- (4) Death
- (5) Unemployment

#### d. Minimizing of individual accidents and dangerous trades

#### e. Changes in social environment

- (1) Better housing and sanitation
- (2) Improved family life
- (3) Increased efficiency in our educational system, e. g., vocational training
- (4) Regulation of immigration

### 2. Individual

- a. The almshouse—evils and remedies
- b. Outdoor relief—various private associations
- c. Charity organization societies
- d. Principle of scientific relief—Make the individual self supporting

Referencee for No. 33:

*Addams, J.*—"Twenty Years at Hull House"

*Chapin*—"Standard of Living in New York City"

*Devine, E. T.*—Misery and Its Causes

" "—"Principles of Relief

" "—"The Spirit of Social Work

" "—"The Family and Social Work

*Dugdale, R. L.*—"The Jukes"

*Ellwood, C. A.*—Sociology and Modern Social Problems, Chap. XIII

*Henderson, C. R.*—Dependents, Defectives and Delinquents

*Henderson, C. R.*—Modern Methods of Charity

*Hunter, R.*—Poverty

*Mangold, C. B.*—Child Problems

*Nearing, S.*—Social Adjustment

*Richmond, M. E.*—Friendly Visiting

*Smith, S. C.*—Social Pathology

*Streightoff*—Standard of Living

*Warner, A. C.*—American Charities

*Willits, F. H.*—Report upon Unemployment in Philadelphia

## NO. 37. THE LIQUOR TRAFFIC

### I. Sociological Relations

#### A. Social cost of the intemperate use of intoxicating liquors

1. Family life
2. Public health (Report of Com. of Fifty)
3. Poverty and pauperism (B. & P. 296-311)
4. Crime (Towne, 266-272)
5. Insanity
6. Influence on heredity

#### B. The race problem as it concerns

1. The negro (B. T. Washington)
2. The American Indian
3. Immigrants from other lands (Steiner, From Alien to Citizen)

#### C. The saloon as a social center

### II. Economic Relations

#### A. On the side of production (Towne, 246, 266)

1. Capital invested in the liquor industry
2. Labor engaged
3. Unproductive labor
4. Revenue for the government
5. Question of adjustment if the industry is forbidden by law (Manufacturer's census; U. S. Census, 1910; Carver)

## B. On the side of consumption

1. Harmful consumption of
  - a. Grains and fruits
  - b. Labor
  - c. Transportation facilities
  - d. Capital
2. Impaired industrial efficiency

## C. On the side of distribution

1. Industrial inefficiency (Thompson, 102-103)
2. Low bargaining power (B. & P. 295-296)
3. Safety first movements
4. Railroads make total abstinence a condition of employment

## III. Historical Relations

- A. Knowledge and use of fermented liquors common to all races and all ages
- B. Use of alcoholic liquors in American Colonies almost universal, but in smaller quantities and not as a regular and systematic habit
- C. Movements against intemperance in America

Bliss: Encyclopedia of Social Reform; Towne, 275-276

1. First Temperance Society, 1808
2. Prohibition Law passed in Maine, 1851
3. Organizations working for total abstinence
  - a. Order of Good Templars, 1851
  - b. Prohibition Party, 1869
  - c. W. C. T. U., 1874
  - d. Catholic Total Abstinence Association, 1874
  - e. Congregational Total Abstinence Society, 1874
  - f. Anti-Saloon League, 1893

## IV. Political Relations

- A. Regulation of the liquor traffic by the States. American Year Book 1918
  1. Prohibition of the manufacture and sale of intoxicating liquor within a given state. By this method, practically three-fourths of the territory of the United States especially in the South and West, became "dry"
  2. Local option. This is an attempt to give each community within a state the right to pass upon the liquor question.

3. High license system. By making the sum required to secure a license very great, it is hoped to reduce the number of liquor license holders.
- B. Regulation of the liquor traffic by the Federal Government
1. Relation of Federal to State Governments
  2. Extraordinary powers exercised by Federal Government during war. The war time Prohibition Law.
  3. Relation of Judicial Department to the Legislative as shown in action of Supreme Court in upholding legality of shipping liquor into dry states.
  4. Congress by Interstate Commerce power passing Webb-Kenyon law to assist states in upholding prohibition by forbidding such shipments. *World Almanac*, 1919
  5. Passage of the 18th Amendment (*Outlook*, Jan. 29, '19)
    - a. Text of Amendment (*Outlook*, Apr. 16, '19)
    - b. Ratification by states—question of enforcement
  6. Method of amending the Federal Constitution. Is that truly democratic?
  7. The Volstead Act
  8. Difficulty of social reform by restrictive legislation

NOTE: It might be well to follow up this study with some such questions as:—Why do some American citizens who are themselves abstainers oppose the Prohibition Amendment? Why do many inebriates favor it? (*Ind.* Jan. 4, 1919. *New Republic*, Jan. 25, 1919.)

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*Carver*—Principles of Political Economy

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American Year Book, 1918; *World Almanac and Encyclopedia* 1919

*Wright*—Outlines of Sociology

*Steiner*—From Alien to Citizen

*Washington*—Up from Slavery

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*Outlook*; April 16, 1919—Prohibition the Next Step

*Independent*, Jan. 4, 1919—Can Prohibition drive out Drink?

*New Republic*, Jan. 25, 1919—Demos, the Despot

—Discussion of the Volstead Law and its enforcement.

## No. 42. THE SCHOOL AND HEALTH HABITS

## A. Approach: What sound health should mean

1. Happiness
2. Efficiency
3. Usefulness

## B. Cultivation of Health Habits in School

1. Cleanliness of the person
  - a. Skin, hair, and nails  
How the school helps: Shower baths, swimming pools, etc.
  - b. Teeth  
How the School helps: School nurse, school physician, school dentist, dental clinics
  - c. Nose and mouth  
How the school helps: Course in Hygiene
2. Food  
How the school helps: Domestic Science, nutrition courses, school lunches
3. Elimination of wastes  
How the School helps: Physical education, playground, school nurse
4. Sleep  
How the School helps: Course in Hygiene
5. Posture  
How the School helps: Physical education, nurse, doctor, playground
6. Speech  
How the School helps: Vision tests, lighting, school lunches, instruction
7. Exercise  
How the School helps: Physical education, athletics, playgrounds, swimming, etc.
8. Fresh Air and Sunshine  
How the School helps: Heating and ventilating, open window and open air schools. Playgrounds
9. Control of Disease  
How the School helps: School physician, school nurse, nurses' room, school infirmary, exclusion from school for communicable diseases, sanitation, etc.
10. Safety First  
How the School helps. Construction—fireproof, exits, fire drills, broad, easy stairs. Playgrounds. First aid courses. Safety patrols of pupils.



## Reference for No. 42:

*Surgeon General*—Keep Well Series—U. S. Public Health Service. Washington, D. C.

—No. 1 The Road to Health

—No. 3 How to Avoid Tuberculosis

—No. 11 Malnutrition

*Supplements*

—No. 24 Exercise and Health

*Public Health Bulletins*

—No. 36 Nature and Prevention of Tuberculosis

*Public Health Reprints*

—No. 518 Mental Hygiene for Teachers

*Chief, U. S. Children's Bureau—Dodgers*—Department of Labor, Washington, D. C.

No. 1 Good Books and Pamphlets on Child Care

*Bureau Publications*

—No. 59. What is Malnutrition

—No. 64 Every Child in School

*Chief of Publications—Farmers' Bulletins*—U. S. Dept. of Agriculture, Washington, D. C.

—No. 375 Care of Food in the Home

—No. 602 Production of Clean Milk

—No. 351 The House Fly

*Supt. of Documents—Health Education Series*—Supt. of Documents, Washington, D. C.

—No. 1 Wanted, Teachers to Enlist for Child Health Service

—No. 2 Diet for the School Child

—No. 6 Further Steps in Teaching Health

—Sleeping and Sitting in the Open Air—Natl. Tuberculosis Assn.

381 Fourth Ave., New York City

—What you should Know about Tuberculosis

—To the Children of America

*American School Hygiene Association*—The School Child's Health—What Mothers should and can do about it—Red Cross

—Abridged Text-book on First Aid (General Edition)—American Red Cross

Sewage Disposal for Country Homes (Sanitation Series No. 4)

—N. Y. State College of Agriculture, Cornell University, Ithaca, N. Y.

*C. W. Stiles*—Country Schools and Rural Sanitation (Reprint No. 116, 1913)—U. S. Public Health Service, Washington, D. C.

*G. C. Whipple*—Pure Water (Publication 128, 1914)—State Board of Health, Jacksonville, Fla.

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—Bureau of Education U. S. Dept. of Interior

- Bancroft*—Posture of School Children—Maemillan  
*Pyles*—Personal Hygiene—W. B. Saunders, Phila.  
*Terman*—The Hygiene of the School Child—Houghton Mifflin  
 —Health Essentials for Rural School Children—American Medical Assn.  
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*Rapier*—Educational Hygiene—Scribner  
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*Allen*—Civics and Health  
*Hutchinson, Woods*—Community Hygiene—Houghton  
*Cubberley*—School Health Administration—World Book  
*Shaw*—School Hygiene—Maemillan  
*Ayres*—Open Air Schools—Doubleday  
*Struthers*—The School Nurse—Putman  
*Gerhard*—Sanitation of Public Buildings—Wiley

## No. 47. SELECTING OUR PRESIDENT

(Adapted from Hill's "Political Parties and the Presidential Campaign"—Historical Outlook, October, 1920)

### I. National Convention of 1920

1. Preliminaries
2. Conventions

- Abbott, W. J.*—Impressions of a Newspaper Correspondent, Outlook, July 28, 1920, CXXV, 564-567  
*Cotillo, S. A.*—The Democratic Convention at San Francisco, Outlook, June 28, 1920, CXXV, 563-564  
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 Democratic Convention, New York Current History, August 1920, XII, 823-829  
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 High Cost of Nominating a President, Current Opinion, July 1920, LXIX, 11-17  
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*Low, A. M.*—The Women at San Francisco, American Review of Reviews, August 1920, LXII, 176-178  
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## II. Beginnings of American Political Parties

1. Whigs vs. Tories
2. Federalists vs. Anti-Federalists

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Woodburn, J. A. Political Parties and Party Problems, 3-14

## III. Significant Presidential Elections

1. Decline of Federalists
2. Period of Personal Politics
3. Whigs vs. Democrat
4. Rise of the Republican Party
5. Reconstruction Epoch
6. Recent Political Issues
7. Third Parties

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Davenport, F. M. The Two-Party Blanket, Outlook, Aug. 25, 1920, CXXV, 704-705

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1. Electoral College
2. Congressional caucus

3. Nominating convention
4. Party platform
5. National committee
6. Present-day organization and methods

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## V. Campaign Issues and Candidates

1. Platforms
2. Candidates
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1. England
2. France
3. Canada
4. Russia

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- Hays, C. J. H. Political and Social History of Modern Europe, II, 297-307, 361-367
- Lowell, A. L. Government and Parties in Continental Europe, I, Chapters 1 and 2



- Ogg, F. A. *The Governments of Europe*, 143-166, 329-334  
 Schapiro, J. S. *Modern and Contemporary European History*, 233-239, 324-328, 591-594, 750-751  
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## VIII. Election

1. Registration
2. Polling place
3. Officials
4. Ballot
5. Tabulation of results
6. Presidential electors
7. Counting of electoral vote in Washington

- Beard, C. A. *American Government and Politics*, 179-184, 672-685  
 Beard, C. A. *Readings in American Government and Politics*, 154-160  
 McMaster, J. B. *History of the People of the United States*, III, 146-148  
     (limitations on suffrage at the beginning of the nineteenth century.)  
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 West, W. M. *American History and Government*, 731-735, 746-747

## IX. Inauguration

1. Of Washington
2. Of Jefferson
3. Of Jackson
4. Of Lincoln
5. Of Wilson
6. Of Harding
7. When Vice President succeeds President

- Beard, C. A. *American Government and Politics*, 185-186  
 Elson, H. W. *Side Lights on American History*, IV, 54-64  
 Halsey, F. W. *Great Epochs in American History*, IV, 51-64  
 James, J. A. *Readings in American History*, 268-271, 478-480  
 McMaster, J. B. *People of the United States*, II, 533-537, VI, 602, VIII, 518-521  
 Rhodes, J. F. *History of the United States*, III, 316-319; IV, 150-151  
 Schouler, J., *History of the United States*, IV, 364-369, V, 497-499; VI, 615-616  
 Tarbell, I. *Life of Abraham Lincoln*, I, 403-426; II, 1-14

*Suggestions for Teaching*

A. Questions and problems: In connection with this topic, such questions and problems as the following might be used for class discussion:

1. Why did the framers of the Constitution not provide for the election of the President by direct vote of the people?
2. What Presidents have been elected by a minority of the popular vote?
3. Are there any objections today to a Constitutional amendment providing for direct popular election?
4. What is a caucus? Why was the Congressional Caucus disliked? Are caucuses held nowadays?
5. Why did the Whigs have three candidates run for the Presidency in 1836?
6. Does a person who supports the candidates of a "third" party throw his vote away?
7. What is meant by a "dark horse"? A "favorite son"? Who was the first "dark horse" or "favorite son" in the national convention of 1920?
8. Could a disputed election such as that of 1876 occur now? Why?
9. Why has the South gone Democratic in every national election in the last forty years?
10. Why are there fewer delegates from the Southern States in the Republican convention than in the Democratic convention? Are there more delegates from the North in the Republican convention than in the Democratic convention?
11. What is the "unit rule"? Was it observed in the national convention of 1920?
12. What is "machine politics"? Why objectionable?
13. Give arguments for and against belonging to a political party.
14. What is meant by the "short ballot"? How does the present ballot prevent rule by the people? What offices should be appointive rather than elective? What steps must be taken in order to secure a short ballot? (See Kales, *Unpopular Government in the U. S.* 26-87)

B. Illustrative material to use

1. Pictures: conventions; candidates; convention halls; political leaders; campaign scenes; White House and Capitol Building; inaugural ceremonies. (If the suggestion is

made, pupils will bring all the pictures the class can use. Good stereopticon views can be obtained from the Keystone View Company, Meadville, Pa., or from Underwood and Underwood, New York City.)

2. Campaign literature: official platforms; "keynote" speeches; acceptance addresses of candidates; campaign textbooks. (This material can be obtained upon request from the National Committees of the various parties; here, too, pupils are of great assistance in furnishing an abundance of valuable material by way of magazine articles, pamphlets, and books.)
3. Miscellaneous: sample ballots; phonograph records of candidates (if a phonograph is available); cartoons—see *American Review of Reviews*, June 1920, LXI., 590-596; July, 1920, LXII., 29-34; August 1920, LXII., 141-145.

#### C. Things for the pupils to do

1. Tabulation (to be made in connection with the study of the fifth topic).
  - a. In parallel columns show (a) issues in the campaign; (b) attitude of each party as shown, first, in the party platform and, second, in the acceptance speeches of the candidate.
  - b. In parallel columns show (a) education of candidates; (b) occupational experience; (c) legislative and administrative training. Other columns might be added to show similar facts about Jefferson, John Quincy Adams, Jackson, Lincoln, Roosevelt, and Wilson, before they entered the presidency.
  - c. In parallel columns—one to each person—show the qualities displayed during their administrations by our six greatest Presidents (to be determined by the ballots of the class after several days' study). After a preliminary survey of the duties and powers of the President (Taft's *Our Chief Magistrate and His Powers* is an especially valuable discussion of the subject), a statement of the qualities needed in the Chief Executive might be formulated.
2. Diagrams and drawings
  - a. Political affiliation of the various Presidents (in colors, one color to a party, arranged in chronological order).

- b. Period during which various parties were in control of the government, indicating the passage of the years by accurate scale. (Show in colors, a different color for each party).
  - e. Graphs showing the increase or decline in vote of various parties (use different colored lines to designate the different parties).
3. Map Making (work to be distributed among different pupils or groups of pupils).
- a. Maps of the elections of 1800, 1828, 1860, 1876, 1896. Interpret the vote of the South, the West, and the East in each of these elections.
  - b. Maps of the elections of 1904, 1912, 1916, 1920. Note the States that have been carried by the same political party during each of these campaigns.  
On the basis of previous results and available straw-ballot returns, as reported in newspapers and magazines, prophesy the outcome in the next presidential election. (Get the statistics for these exercises from such publications as the New York World Almanac, Chicago Daily News Almanac, and the Literary Digest).
  - c. Maps of recent elections in state and city; use them for similar prognostications.
  - d. After the election a comparison of the results, as reported in the press, with the prophecies of the class, will prove interesting and, if the returns can be adequately interpreted, will be very instructive.
4. Mock conventions to illustrate convention procedure
5. On election day, or the Monday preceding, have an election in which the whole school joins. Such an election can be held with preliminary registration requirements, election judges, printed ballots, booths, and ballot boxes; the polls should be opened a certain time before school is in session, during the noon period, and for a short time after dismissal. If this involves too much time and effort, blanks can be distributed at the school doors in the morning; on these each pupil can write the name of the candidate he prefers, and sign his own name (to avoid duplication of ballots by pupils), and drop his vote in a ballot box located in a convenient place in the corridor. The result will be awaited with an interest second only to that of the real election.

## NO. 48. EFFICIENT GOVERNMENT FOR CITIES

## A. Results of Municipal Inefficiency

1. On prevalence of disease
  - a. Inadequate food inspection
  - b. Inadequate housing regulation
  - c. Faulty street cleaning
2. On prevalence of crime
  - a. Inadequate police protection
  - b. Graft in police administration
  - c. Lack of provision for wholesome recreation
3. On the city tax rate
  - a. Lack of a sound financial policy and a good budget system
  - b. Awarding of contracts for public work to political favorites
  - c. Waste in expenditures
  - d. Failure to tax the unearned increment

## B. Causes of Municipal Inefficiency

1. Favorites in political appointments
2. Cumbersome political machinery; checks and balances
3. Long ballot; its disadvantages
4. Alliance between government and business  
Public service corporations

## C. Methods of Securing Greater Efficiency

1. Short ballot: Work of the National Short Ballot Organization. How would the Short Ballot make for more democracy and greater efficiency?
2. Civil Service
  - a. Meaning of civil service
  - b. Civil Service vs. Spoils System
  - c. Weaknesses of the various systems in use—suggestions for improvement
  - d. Work of the National Civil Service Reform Association
3. Commission government—City-manager form
  - a. Its advantages in concentrating power and responsibility
  - b. Its efficiency
4. Initiative, referendum, and recall
5. Scientific business management—Bureau of Municipal Research
6. Municipal ownership of public utilities



## References :

- C. A. Beard*—American City Government  
*Charles Zueblin*—American Municipal Progress  
*Rowe*—Problems of City Government  
*Muzzey*—Civil Service vs. Spoils System  
*Willard*—City Government  
*Guitteau*—Government and Politics in the United States  
*Gulick*—Town and City

## NO. 57. THE MONROE DOCTRINE

## I. Origin

- American History Leaflet No. 4  
*Hill*—pp. 321-339  
 Cyclopedia of American Government, Vol. 2, pp. 465-467  
*Fish*—pp. 203-218  
*Hart*—pp. 1-99  
*Coolidge*—pp. 95-102

## II. Development and Interpretation

## A. Varied Interpretation

## B. Uses

- Cyclopedia of American Government, Vol. 2, pp. 467-468  
*Fish*—pp. 268-269  
*Hart*—pp. 99-242  
*Phelps*—pp. 2-3, 16-19, 18-23, 36-43, 46-48, 66-71  
*Coolidge*—pp. 103-107  
 Restatement of the Monroe Doctrine—Outlook, Aug. 17, 1912 Vol. 101,  
 843-4

## III. Modern Status

## A. American attitude

- Phelps*—pp. 64-94, 94-104, 123-136, 137-141, 143-150, 150-154, 154-159,  
 160-167, 179-181, 193-199, 199-210, 210-224, 224-228, 228-229, 230-238,  
 238-245  
*Taft*—pp. 1-39  
*Blakeslee*—126-159, 160-171, 172-175  
*Weyl*—pp. 55-57, 89, 206-208, 209-212  
*Latane*—pp. 255-284  
*Bullard*—pp. 281-282, 284-290  
*Coolidge*—107-120  
*Dunn, A. W.*—Uncle Sam on Police Duty—Rev. of Revs., Apr. 1911, v.  
 43, 462-465  
*Woolsey, T. S.*—Monroe Doctrine Fundamentals, N. Am. Rev., June  
 1914, v. 199, 833-840  
*Johnson*—Monroe Doctrine from a Non-technical Point of View—Nation  
 Sept. 30, 1915, v. 101, 404-405  
 Monroe Doctrine not Obsolete—Ind. Dec. 18, 1913, v. 76, 530-531

## B. South American attitude

*Phelps*—pp. 48-56, 76-94, 174-178, 187-193

*Sherill*—99-104

*Hart*—243-259

*Blakeslee*—121-125

*Weyl*—208-209

*Whelpley*—51-52

*Skinner*—R. D., International Democracy—*Nation*, Mar. 16, 1916, v. 102, 306-307

## C. European attitude

*Phelps*—71-76

*Sherill*—97-99

*Hart*—269-281

*Bullard*—282-284

*Krauss, H.*—Monroe Doctrine as Germany Sees It—*Atlantic*, Sept. 1915, v. 116, 313-321

## IV. Relation to the League of Nations

*Phelps*—108-121

*Gibbon*—203-218

*Latané, J. H.*—League of Nations and the Monroe Doctrine—*World's Work*, Feb. 1919, v. 37, 441-444

*Bryce, James*—Monroe Doctrine and the League of Nations—*Nation*, Dec. 13, 1917, v. 105, 659

*Monroe and Wilson*—*Ind.* Jan. 17, 1916, v. 85, 73

Doctrine of the League, *No. Am. Rev.*, Aug. 1919, v. 210, 154-148

## References for No. 57

## Bibliographies

*Hart, A. B.*—The Monroe Doctrine—An Interpretation, pp. 405-421—Little, Brown & Co. 1916 (References Characterized)

*Library of Congress*—List of References on the Monroe Doctrine—Washington, Government Printing Office, 1919

*Phelps, E. M.*—\*Selected Articles on the Monroe Doctrine—New York, H. H. Wilson Co., 1915

## Other Books

*Blakeslee, C. H.*—Latin America (a compilation)—Stechert

*Bullard, Arthur*—Diplomacy of the Great War—Macmillan

*Coolidge, A. C.*—The United States as a World Power—Macmillan  
Cyclopedia of the American Government—Appleton

*Fish, C. R.*—American Diplomacy—Holt

*Gibbons, H. A.*—Reconstruction of Poland and the Near East—Century

*Latané, J. H.*—America as a World Power—Harper

*Phelps, E. M.*—Selected Articles on the Monroe Doctrine—Wilson

*Sherill, C. H.*—Modernizing the Monroe Doctrine—Houghton

*Taft, W. H.*—The United States and Peace—Scribner

*Weyl, W. E.*—American World Policies—Macmillan

*Latané, J. H.*—From Isolation to Leadership—Doubleday

*Wilson, G. G.*—The Monroe Doctrine and the League of Nations—League to Enforce Peace, Pub. No. 15

\*Magazine articles listed under the subjects with which they deal.

## NO. 59. AMERICA A WORLD POWER

(For intensive study)

## I. Change in Attitude of America to European Questions in 1898

## A. Review of early American history with regard to Europe

1. Before 1815 America really a part of Europe
  - a. Affected by European wars during Colonial period (every European war fought in America as well as in Europe). Examples: King William's War, Queen Anne's War, Seven Years' War.
  - b. After 1789, though independent politically, America dependent intellectually and economically. With establishment of new Government wars between France and England divided America politically into Republicans and Federalists  
—McLaughlin's American History
  - c. 1815. End of Napoleonic wars and War of 1812. Result: birth of National consciousness; attention turned from Europe to development of America.
2. 1815-1898. Period of Isolation. America busy with developing own country and conquering a continent
  - a. Acquisition of territory—map Hart's New American History
  - b. Growth of national sentiment
  - c. Development of West
3. 1898-1900. Turning point  
Presence of American interest in Pacific the result of acquisition of Philippines, necessitated joint action with European nations in adjusting disturbed conditions in China

## II. The Cuban Question

- A. From early time Cuba considered of great value to America
  1. Jefferson's ideas  
Latané, "America as a World Power"
  2. Before Civil War Spain's possession guaranteed provided she would not cede island to European powers  
Fite's American History
  3. Ostend Manifesto  
Hart's American History; McLaughlin

## B. After Civil War extension of American interests in Cuba

1. Ten years' war of great cruelty
  - a. Attitude of Grant compared with that of Secretary Fish
  - b. Affair of *The Virginia (Monitor)*

Capture and execution of Americans almost result in war

Policy of Fish criticised as violation of Monroe Doctrine
2. Cuban Insurrection of 1895
  - a. Policy of Gomez in destruction of plantations and continued skirmishing
  - b. Policy of General Weyler's "Proclamation," resulting in death of 1000 women and children
  - c. Imprisonment of American citizens
  - d. Cleveland's policy
 

Refusal to extend belligerent rights to insurgents. Attempts of Congress to pass resolution recognizing state of war ignored by Cleveland

## III. War with Spain

## A. Preliminaries of the War

1. Recall of Weyler, appointment of General Blanco—Latané, "America as a World Power"
2. Fitzhugh Lee's message to McKinley that it might be necessary to send troops to protect Americans—F. E. Chadwick, "United States and Spain"
3. The Maine disaster, February 15, 1898—investigation—R. E. Alger, "Spanish American War"
4. End of diplomatic negotiations
  - a. McKinley's message, April 11th
  - b. Demand of Congress for withdrawal of Spanish troops from Cuba. Congress disclaims intention of exercising sovereignty over Cuba

## B. The War and its results

1. Blockade of Cuba; Rear Admiral Sampson on northern coast; Commander Schley at Hampton Roads
2. Battle of Manila Bay
  - a. Admiral Dewey's difficult position in regard to German squadron in Manila Bay
    - (1) Admiral Von Diederich's open sympathy for Spanish
    - (2) Friendly attitude of British commander of great value to Dewey

3. Movements of Atlantic Squadron  
Sampson watching for Cervera
4. Santiago Campaign  
Battle of San Juan Hill
5. Invasion of Porto Rico
6. Treaty of Peace—Paris
  - a. Spain's withdrawal from Cuba
  - b. Porto Rico ceded.
  - c. Payment of \$20,000,000 for Philippines

#### IV. The Philippine Question

- A. The insurrection
  1. Aguinaldo attempts to found republic
  2. Four years of guerilla warfare
  3. Capture of Aguinaldo, 1901
- B. Connection with presidential election, 1900: Imperialism vs. "Free Silver"  
—Latané, "America as a World Power"
- C. Establishment of Civil Government in Philippines  
—Sparle's "Expansion"
  1. The Taft Commission
  2. Taft's first government  
—D. C. Worcester, "Philippines, Past and Present"

#### V. Problems of Government in New Island Possessions

- A. New constitutional questions
  1. Does the Constitution follow the flag?
  2. Decision in insular cases
- B. Territorial government provided for Hawaii (Latané)
- C. Government of Porto Rico like that of Philippines
- D. Sanitary problem in Cuba—conquest of yellow fever during our occupation
- E. General characteristics of U. S. rule in islands

#### VI. United States drawn close to other nations in Pacific

- A. Threatened partition of China
  1. John Hay and the "Open Door Policy"
  2. The note of Sept 6, 1899, to principal European powers and Japan



## B. The Boxer Movement in China

1. Murder of foreigners, May, 1900
2. Baron Von Kestler murdered, June 20th
3. Foreign legation besieged
4. Foreign powers send army to relieve ministers
5. 2500 American cavalry and infantry join
6. Chinese government yields; indemnity of over \$300,000,000 paid
7. U. S. returns over half of \$124,000,000 given to it
8. Fund used by Chinese government for education of boys and girls in American schools—results, true internationalism  
—Latané, "America as a World Power"

## VII. The United States in the World Peace Movement

### A. The Hague Conference and Tribunals

1. Call for first conference by Czar of Russia, 1899; twenty-six governments send representatives
2. International court of arbitration established
  - a. U. S. appears in first case—"U. S. vs. Mexico in Pious Fund." On behalf of church U. S. demands settlement from Mexico. Award: Mexico forced to pay \$1,420,000 and \$43,000 annually
  - b. Roosevelt suggests settlement of claims of Great Britain, Germany, and Italy about Venezuela at Hague court
  - c. Settlement of dispute with Great Britain over fishing right off Newfoundland
  - d. Settlement of boundary line between Canada and Alaska. Discovery of gold, 1897, leads to dispute. Special court of 2 Canadians, 3 Americans, and the Lord Chief Justice of England—Alverstone. Higgins "Hague Peace Conferences"; I. S. Block "Future of War"; Baroness Von Sulten "Lay Down Your Arms"; Fite "American History"

### B. Roosevelt attempts to end Russo-Japanese war

1. Representatives sent to Portsmouth, N. H., 1905
2. End of war
3. Award of Nobel Prize to Roosevelt

### C. Second Hague Conference, 1907 (44 governments represented)

1. Results in formation of tentative agreements
2. Plans for a third conference, to be held in 1915
3. Supreme court of the world suggested

## VIII. The Panama Canal

- A. Need of canal impressed upon people by the voyage of Oregon round Cape Horn during Spanish-American war (1200 miles instead of 400)
- B. McKinley attempts to secure modification of Clayton-Bulwer treaty
- C. Hay-Pauncefote treaty, Dec. 16, 1901
- D. Question of route
  - 1. Report of Walker commission
  - 2. Passage of Hepburn Bill
  - 3. French offer to sell property and interests
  - 4. Revision of Walker report
  - 5. Passage of Spooner amendment to Hepburn Bill
    - a. Purchase of French property
    - b. Acquires from Republic of Colombia the right through Panama
    - c. If unable to secure them, then Nicaragua route  
J. Bryce, "South America"; C. H. A. Forbes "Panama Canal Conflict"; C. F. Adams, "Panama Canal Zone"
- E. The Panama Revolution
  - 1. Hay-Herran treaty: Pay Colombia \$10,000,000 cash and annuity of \$250,000 for lease of strip of land six miles across isthmus
  - 2. Revolt of people of Panama against Colombia
  - 3. U. S. troops land to prevent Colombian troops from landing on American soil
  - 4. Recognition of Republic of Panama
  - 5. Treaty with Panama
- F. Construction of Canal
  - 1. Work begun in spring of 1904—first ship passed through in 1913
  - 2. Size—50 miles long, channel 300 to 1000 feet wide
  - 3. General Goethal's demonstration as to efficiency of modern methods of sanitation in eliminating disease
- G. Question of Canal Tolls
  - 1. Passage of Act of 1912 exempting coastwise shipping of U. S. from tolls
  - 2. Protest of Great Britain; Hay-Pauncefote Treaty contains principle of neutrality
  - 3. Wilson's request for repeal of exemption clause

H. Bryan Treaty of 1914 with Colombia fails to pass Senate

I. Award to Colombia—April 20, 1921

1. \$25,000,000 in five yearly installments
2. Adjusts boundaries between Panama and Colombia
3. Grants Colombia same privileges as U. S. in transporting mails, goods, passengers and military forces in crossing isthmus by railroad and canal
4. Undertake to use our influence toward re-establishment of diplomatic relations between Colombia and Panama

## IX. Pan-Americanism

A. Calling of First Pan-American Congress, 1882

1. Purpose: to discuss methods of preventing war between nations of America
2. Invitation withdrawn because of war between Chile and Peru

B. Second Invitation for First Pan-American Congress, 1889

1. Responses from 18 American Republics and Brazil
2. Subjects discussed
  - a. Mutual trade regulation
  - b. Standard of weights and measures
  - c. Common currency
  - d. Code for the arbitration of frequent quarrels among Latin Republics

—E. Root, "Speeches in South America," (American Academy of Political and Social Science 1914)

C. Other Congresses

1. Second held in Mexico, 1901-1902
  2. Third held in Rio de Janeiro, 1906
  3. Fourth held in Buenos Ayres, 1910
  4. Fifth to be held in 1915, but given up because of World War
- Latané, "World Power"

D. Pan-American Union

1. Object—furtherance of commerce, friendly intercourse, and mutual understanding
2. Organization government board composed of Secretary of State of U. S. and diplomatic representatives in Washington

## X. The World War

A. Moral necessity compels America to take her stand with Allies against Central Powers

## B. Summary of first three years of war—August, 1914

### 1. Outbreak of war

- a. Political murder of Archduke Francis Joseph at Sarajevo
- b. Russia mobilized to protect Serbians
- c. Germany declares war on Russia August 1st and on France (Russian ally) August 3rd
- d. Violation of mutual rights of Belgium causes Great Britain to declare war on Germany

## C. United States as a Neutral

### 1. America affected by war

- a. First duty of country to bring home thousands of American tourists in Europe
- b. Federal Reserve Act prevents panic in the interference with European trade
- c. Revival of business in America as a result of orders of arms and supplies from England, France, and Russia

### 2. Interference with neutral trade

- a. British government originated policy of search
  - (1) U. S. protests against policy of blockade and continuous blockade
  - (2) Same doctrine U. S. had enunciated in Civil War in reference to Matamoras, Nassau, and Havana

## D. Submarine Warfare

1. British government, Nov. 3, 1914 "War-Area"
2. Germany declares war zone about British Isles and warns neutral ships from waters, Feb. 1915
3. Destruction of Lusitania, May 7, 1915
  - a. 1153 deaths; 114 American men, women, and children
  - b. Lusitania correspondence
4. Torpedoing of Arabic
  - a. Germany promises to modify her policy
  - b. Pledge not kept in good faith
5. Torpedoing of Sussex

## E. German activities in United States

1. Recall of Dr. Dumba demanded
2. Activities of Von Papen and Captain Boy-Ed

- F. Humanitarian Activities in War Before United States enters
  - 1. Hoover war relief commission
  - 2. Loans to Allies
- G. Election of 1916
  - 1. Nomination of Hughes by Republicans
  - 2. Nomination of Roosevelt by Progressives
  - 3. Nomination of Wilson by Democrats
  - 4. Slogan for Wilson: "He kept us out of war"
- H. New German War Zone Announced, Feb. 1, 1917
 

Map in "Great War," Vol. IV, page 432

  - 1. Passports given to Count Bernstorff
  - 2. Debate on proposal to American merchant ships
- I. War Declared on Germany
  - 1. Zimmerman note, March 1st—Mexico to unite with Germany and Japan against United States
  - 2. President's war address, April 2nd
  - 3. War declared, April 6th
- J. Activities of American Forces in Europe
  - 1. Organization of army
    - a. General Pershing appointed Commander-in-Chief of the American Forces in France
    - b. General Staff
    - c. Division into five groups
    - d. Organization and training school system started
  - 2. The American Zone
  - 3. Supplies
    - a. Transportation
    - b. Artillery, airplanes, and tanks
  - 4. Engagements
    - a. Chateau-Thierry Fight
    - b. Battle of St. Mihiel
    - c. Meuse Argonne Offensive
  - 5. Relations with Allies
- K. The Problem and Prospect of Peace
  - 1. President Wilson and Peace Conference in Paris
  - 2. Decision of Peace Conference for League of Nations
  - 3. First draft of Covenant of League of Nations
    - a. Discussion in United States
    - b. Opposition in United States
  - 4. Revision and Final Draft
  - 5. Difficulties in applying "fourteen points"
  - 6. Presentation of Terms to Germany



## 7. Peace Treaty signed, June 28th

- a. Terms
- b. Debate in America over acceptance
- c. Senate rejects terms

## L. Election in 1920

- 1. Nomination of Cox by Democratic Party
- 2. Nomination of Harding by Republican Party
- 3. Harding's opposition to League believed reason for tremendous popular vote

## M. America Takes Her Place in European Councils

- 1. President Harding invited to send representative to meetings
- 2. Colonel Harvey, American Ambassador to Great Britain, directed to represent America at meetings

## XI. America Leads the Way

### A. Preliminaries of Washington Conference

- 1. President Harding addresses Congress, April 12, 1921
- 2. Borah resolution replaced by Porter resolution
- 3. President issues call for Conference to discuss Limitation of Armaments and Near-East questions, to meet at Washington, Nov. 11, 1921

### B. Results of Washington Conference

- 1. Four-Power Treaty—insular affairs
- 2. Nine-Power Treaty—China
- 3. Five-Power Treaty—limitation of armaments

